



Post COVID Pupil 'Catch Up' Strategy Statement 2020-2021

SUMMARY INFORMATION

School Name	Chilwell Croft Academy
Total number of pupils	399
Proportion of FSM	60% 239 / 399
Proportion of pupils with SEND	12% 46 / 399
Proportion of pupils who have EAL	71% 285/399
Catch up allocation amount £80 per a child from YR to Y6	£32,440
Date written	Updated 10th March 2021
Review dates	April 2021/July 2021
Known impact of Covid school closure	<ul style="list-style-type: none"> • Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown • Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown • Decrease in physical speed, strength and agility due to lockdown circumstances and increase in the number of children who have not exercised
Key Priorities	<ol style="list-style-type: none"> 1. Ensure all children are attending school regularly 2. Ensure children are emotionally ready for returning to formal learning. 3. Ensure consistent high-quality teaching and learning across the school. 4. Ensure identified children have access to necessary 'catch up' interventions. 5. Ensure all children have an increase in physical exercise. 6. Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.

STRATEGY STATEMENT

Post Summer Lockdown

At Chilwell Croft Academy we have a large proportion of vulnerable children on role. We needed that to ensure that all of our children were settled back into school, and to support their emotional wellbeing after so many months of lockdown. During Autumn 1 much time was spent supporting families with income and housing issues: the principles of Maslow's hierarchy of needs underpinned this approach. The hierarchy asserts the idea that before a student's cognitive needs can be met, they must first fulfil their basic needs of food, water and shelter. During the Autumn term we successfully supported 122 families with housing, financial and other issues.

Our initial academic priority was to baseline the children to ensure we have an accurate understanding of their ability, gaps in learning and misconceptions. We began with reading during Autumn 1- using the Salford Reading Test and CLPE reading scale to give us both a standardized reading age and enabling teachers to make a more holistic judgement of the children's ability as a reader. A two-week time scale was established for this to ensure it was thorough, this assessment will then be repeated at the end of term assessment points.

Middle Leaders worked closely with the AHT for T&L during the Summer term to ensure that curriculum coverage for 2020/2021 was adapted to take into account gaps in coverage from 2019/2020.

Post Spring Lockdown

During the Spring Term 1 lockdown (4th January – 8th March) a key priority was to ensure all children were able to access home learning and so a total of 132 devices were handed out to families to ensure they were able to access remote learning. A real emphasis on Seesaw and then live lessons on Teams ensured we were able to provide the required amount of teaching as outlined by the government. Due to it being a Winter lockdown, we focused a lot on mental health, training staff to become Mental Health First Aiders and ensuring staff were prioritised as well as children in terms of wellbeing. We then focused on closing the gaps

In order to fill these gaps we have adapted our approach to learning in the following ways:

- Introduced planned and structured, teacher-led morning work sessions.
- Daily whole class phonics lesson (Little Sutton Phonics Hub support) in years one and two in Autumn term for all children, alongside a structures and consistent plan to fill the gaps, using precision teaching (further training given in February)
- Introduction of daily group reading sessions across KS1 with match-funded Collins Big Cat books.
- Introduction of whole class reading sessions in KS2, focusing on content domains of vocabulary, retrieval and inference.
- Daily phonics lesson included in Y3 timetable to fill any gaps in learning from KS1.
- Daily focus on vocabulary and introduction of a word wall in all KS2 classes.
- Ensuring there is a focus on place value in mathematics to provide scaffolding for all other areas of number: use of White Rose Maths Recovery Curriculum.
- UKS2 TAs to lead their own maths groups, under the direction of the AHT- T&L
- 1:1 maths tuition via Third Space Learning for children in Y5 working below Age Related Expectations.
- Introduction of 'scientific enquiry areas' in each classroom to redevelop and encourage the children's interest in learning after such a long period spent at home.

- Introduction of 3 x 30 minute dedicated sessions in the timetable to focus on the teaching of RE, PSHE and E-Safety.
- Implementation of the SCARF curriculum for PSHE.
- Off-timetable enrichment days during the Autumn term to develop the children's enthusiasm for learning and provide the opportunity for group and creative work.
- Off-timetable 'catch-up' days for maths and English throughout the Spring and Summer terms to ensure all curriculum content is covered.

The overall aims of our catch-up strategy:

- To create a happy and settled school community on full reopening in September and then again in March;
- To support our families to ensure that the basic needs of our children are met, this will ensure that they can focus on academic activities;
- To reduce the attainment gap between disadvantaged pupils and their peers;
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures, particularly for the lowest 20% and SEND pupils;
- To develop parental opportunities to support their child's development at home through practical and appropriate activities;
- To utilize the developments in our school curriculum to revisit learning from the previous year group's curriculum;

COVID CATCH- UP SPEND (£32,440)

Spend	Amount	Impact
Additional Staffing - TA to work with catch up groups through targeted intervention.	£13,478	To be reviewed Spring 2, Summer 1, Summer 2
Additional Staffing – 2 LTS to release TAs from duties to ensure they could spend longer in classrooms and completing catch up interventions	£4321	To be reviewed Spring 2
Third Space Learning Tuition for 20 Y5 children in Spring Term following Autumn data drop	£3630	To be reviewed Spring 2, Summer 1, Summer 2
Seesaw Premium – an upgrade to our VLE to ensure that throughout the Spring Term children better able to access more of the features of Seesaw	£1848	Allowed staff to create a more robust bank of work for children to complete and unlimited access. Ensured % of children completing work was increased throughout Spring lockdown.
CGP Resources – books of work for children to complete who struggled with access to home learning online	£1847.80	Allowed more children to access learning throughout Spring lockdown and catch up through more tailored resources to their ability.
Total Spend	£25,124.80	
Underspend (as of 10.03.21)	£7315.20	Accelerated Reader?

ADDITIONAL FUNDING

Current Pupil Premium policy through Birmingham Virtual School devolves £500 per term per Birmingham child in care on school roll per term from the Pupil Premium Plus Grant.

It has been identified that our school currently has a slightly higher number of Birmingham children in care on roll and as such are devolving an additional £900 per pupil this term for the school to pool and use centrally to support any of the following:

- Administration support for the PEPs
- The commissioning of any additional tutoring and catch up
- The commissioning of any emotional/ mental health or wellbeing support
- Staff training on Attachment and Trauma and recovery from community trauma experienced as a result of national lockdowns and Covid 19
- Further ICT support if required outside of the DfE laptop schemes and the 3,000 laptops already delivered through Birmingham Children's Trust
- Additional transition activities for Year Reception, Year 6

Information received 23rd February – Actions to be put in place ready for Summer Term

Priority 1: Ensure all children are attending school regularly

Actions	By whom	By when	Costs	Success criteria/Outcome
Monitor attendance daily and liaise with parents/carers to reassure them that school is a safe and important place for their child to be.	office	daily	none	Our school attendance is 94.3 % (not including Covid related absences)
Log Covid related absences separately and closely track return to school dates.				
Family support and welfare officer to work closely with families to ensure all children return to school.				

Priority 2: Ensure children are emotionally ready for returning to formal learning

Actions	By whom	By when	Costs	Success criteria	Outcome
Start the new academic year with a 'soft start' for 3 weeks ('Recovery Curriculum).	Everyone.	18.9.20 (Policy- see appendices)	None	All the children have settled into their new classes and have adapted back into school life and the expectations	
Conduct a 'three houses' assessment with the children and analyse the results.	Family Support and Welfare Officer/all DSLs. Teaching staff	7.9.20	None	As a school, we will have a better understanding of how the children feel about their return to school and what any worries are regarding Covid.	
Introduce new timetable with 3x dedicated sessions for class assemblies	All Teaching Staff PSHE lead AHT- T&L	7.9.20 (Timetable- see appendices)	None	All classes will spend 90 minutes each week focussing on key themes and values, which will support children to share their thoughts and emotions on different topics.	
A Recovery Curriculum for RSHE to be implemented during Autumn 1 across the whole school, using SCARF resources. Mental Health, wellbeing and being part of a class will be central in this curriculum.	All Teaching Staff PSHE lead AHT- T&L	7.9.20 (Policy- see appendices)	Already purchased	All children will have access to high quality, weekly PSHE lessons.	
Introduce focused enrichment days across the Autumn term to provide all children with the opportunity to work together, be creative and think about the world	All Teaching Staff AHT- T&L	7.9.20 (Timetable- see appendices)	None	All children will experience a range of	

around them and their role in it.					
Prioritise which children need support with school councillor	Family Support and Welfare Officer/SENCo	14.9.20 (under constant review)		Children with high anxieties due to the school closure have access to counselling sessions in school.	
Prioritise which children need 'Drawing and Talking' intervention	SENCo	14.9.20 (under constant review)		Children with high anxieties due to the school closure have access to 'Drawing and Talking' in school.	
Regular phone calls and conversations to happen with SEND and vulnerable families by the Family Support and Welfare Officer/all DSLs.	Family Support and Welfare Officer/all DSLs.	On-going	None	Our vulnerable families feel supported by the school and their child's attendance is 95% (not including Covid related absences).	
Ensure behaviour policy addendum is understood by all and implemented daily but also sensitively to meet the needs of all children.	AHT- Behaviour SLT All Teaching Staff	4.9.20	None	All staff and children will understand the expectations of the new Covid procedures.	
Identify staff to complete ELSA (Emotional Literacy Support Assistant) training.	SENCo	23.10.20	£600	At least one Teaching Assistant will be identified and training will be booked to commence in the Spring term.	JB in training

Priority 3: Ensure consistent high-quality teaching and learning across the school.

Actions	By	By when	Costs	Success criteria	Outcome
Introduce daily whole class phonics sessions.	KY/JD	7.9.20		-All children will have access to quality first teaching of phonics. -Struggling learners will not be 'held back' -Struggling learners will make accelerated progress	
Implement daily group reading sessions in KS1.	KY/JD	7.9.20		-All children will have 2 dedicated group reading sessions each week. -All children will have access to an appropriate reading book linked to their L&S phase.	
Extend amount of time spent on Whole Class Reading lessons in KS2.	AM/KY/JW	7.9.20		-Reading will be prioritised on the timetable and all children will have access to 4 high quality WCR sessions each week based	

				on both class text and appropriate extracts	
Follow the White Rose Maths Recovery Curriculum for Y1-Y6.	KY	7.9.20		-Maths learning journeys will include reviews of key content from the previous year group. -Children will be taught a full maths curriculum and gaps in learning from 2019-2020 will be taught explicitly.	
Develop a new home reading system based on Lexile Levels.	KY/JW	28.9.20		-All children will have access to a range of suitable and challenging reading material, including a range of book schemes and 'real' books.	
Introduce the The Write Stuff scheme of work for writing across Y1-6.	JW	7.9.20		-Children will receive daily, high-quality modelling of the writing process linked to ARE expectations.	
Use additional reading assessments- CLPE, Salford- to identify gaps in learning and track progress.	KY/JW	28.9.20		-Teachers will feel more confident to speak about their children 'as readers'. -Teachers will be able to identify areas of weakness within each child's reading, allowing teachers to plan to address this within whole class teaching.	
Invest in new, high quality texts to engage all children with reading across the curriculum.	JW	28.9.20		-Children and teachers will have access to a range of high-quality texts to use in lessons across the curriculum.	
Introduce science enquiry areas in all classrooms.	FK	7.9.20		-Scientific enquiry will become part of the everyday learning experience within the classroom. -Children's scientific vocabulary will improve.	
Ensure all subject leaders receive weekly, dedicated management time to develop subjects and identify ways to address gaps in learning.	AM	On-going		-All middle leaders will have dedicated time to review and action improvement plans within their subject. -Middle leaders will have regularly opportunities to monitor T&L within their subject areas.	<i>Weekly, dedicated management time provided throughout Autumn term. Remote working since Jan 5th.</i>

Priority 4: Ensure identified children have access to necessary 'catch up' interventions.

Actions	By whom	By when	Costs	Success criteria	Outcome
Identify children for initial catch-up intervention via teacher judgements, 2019/2010 assessments and Salford Reading Test	AHT SENCo Teachers	14.9.20		Catch-up interventions for the most at-risk children will be in place from Autumn 1. These interventions will have a positive impact on outcomes for these pupils.	
Use Autumn summative assessments to identify children for catch-up intervention for Spring term.	HT SENCo Teachers	14.12.20		Catch-up interventions for the most at-risk children will be in place during Spring term. These interventions will have a positive impact on outcomes for these pupils.	<i>Children have been identified and interventions planned. Not implemented due to lockdown 3.</i>
Use Spring summative assessments to identify children for catch-up intervention for Summer term.	AHT- T&L SENCo Teachers			Catch-up interventions for the most at-risk children will be in place during Summer term. These interventions will have a positive impact on outcomes for these pupils.	
Provide TAs with a structured timetable of interventions, resources and space to work.	AHT- T&L SENCo TAs		??? Do we need to cost this? Does Hayley already cost interventions?	Catch-up interventions can run successfully and consistently each week. Children have got an appropriate learning environment in which they can be expected to make accelerated progress.	<i>Children have been identified and interventions planned. Not implemented due to lockdown 3.</i>
Employ TA (with QTS) on fixed term contract for Spring/Summer terms to teach targeted intervention groups	HT AHT- T&L SENCo		???	All children who require catch-up intervention will be able to access appropriately. Children receiving catch-up interventions will receive consistent and high-quality teaching input.	<i>Children have been identified and interventions planned. Not implemented due to lockdown 3.</i>

5. Ensure all children have an increase in physical exercise.					
Actions	By whom	By when	Costs	Success criteria	Outcome
Ensure all children have access to at least one high quality PE session each week.	Sports Coaches	7.9.20	None	Learning walks, lesson observations and pupil voice interviews will show that all children have access to weekly high quality PE lessons on their return to school.	
Create an 'active playground'	KP SLT	4.1.21	TBC (Resources)	Clear, consistent and structured activity stations will be set up each day on the lunchtime playground. All adults will run activities during lunchtime. All children will be encouraged to take part in an activity during their lunchtime break.	<i>Playground resources have been purchased and introduced as independent activities. Progress on structured lunchtime provision has not been made due to Covid related absence and lockdown 3.</i>
When sports coaches are working remotely they will be expected to upload one PE activity each day for their target 'bubble'.	Sports Coaches	In the event of a full lockdown.	None	In the event of a full lockdown, all children will have access to a daily physical activity that can be completed at home.	

6. Ensure all children's home learning is not inhibited due to the lack of technology available to them at home					
Actions	By whom	By when	Costs	Success criteria	Outcome
Ensure each family has access to at least one device in order to engage with remote learning.	SLT	23.10.20	None	All children have access to remote education in the event of a bubble or whole school closure.	