

Christ Church NW1
COVID-19 Catch-up Premium Report



September 2021

Vision and Values



**The Christian faith is at the heart of our school community.
At Christ Church we all care, learn and work together for God and others.**

‘For we are all God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do’. Ephesians 2:10

**Our Christian Values are
Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom**

The distinctive nature of our approach to education can be found in our explicit Christian values, our collective worship, our grounded Christian ethos, our carefully crafted curriculum and in our Religious Education.

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

We actively promote the children’s cultural capital (defined as the acquisition of skills and knowledge, which an individual can draw on to give them an advantage in life). We will introduce them to strong role models who will impart their knowledge and wisdom to help the children engender an appreciation of human creativity and achievement and to become responsible local and global citizens.

Character and resilience are the qualities we promote within our children, developing the inner resources that we call on to help us in life. We instil these qualities in our children to make sure that they are ready to make their way in the world as robust, confident and inquisitive individuals.

We know that confidence, knowledge and skills will help them to become compassionate and well balanced young people. We want them to take their place in society as active citizens, economically independent, exemplifying the British values of equality, mutual respect, democracy, individual liberty and rule of law.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

- **Creation**

For every house is built by someone, but God is the builder of everything. Hebrews 3:4

- **Wisdom**

For the LORD gives wisdom; from his mouth come knowledge and understanding. Proverbs 2:6

- **Thankfulness**

Give thanks to the LORD, for he is good; his love endures forever. 1 Chronicles 16:34

- **Community**

My command is this: Love each other as I have loved you. John 15:12

- **Endurance**

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9

- **Reconciliation**

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:13

Our vision is inclusive and seeks to promote the whole child thrive within our Christ Church family.

Each member of our Christ church family; children, parents and staff are valued as God's creation. We believe in full inclusion and acceptance of all and that this allows every individual to flourish.



COVID-19 Catch-up Premium

In response to the Covid-19 Pandemic the government released funding to schools for the Academic Year 2020-21 to support pupil 'catch-up'. This funding is also going to be available to support schools in academic year 2021-22.

At Christ Church that money was used to support additional 1-1 and small group teaching in a number of ways. This funding allowed the school to employ an additional intervention support teaching assistant and resources for children's tuition.

The types of support given were:

- Identifying gaps in learning and planning targeted provision to support in these areas in both small group and individual tuition.
- Offering pre-learning opportunities for children (led by a teaching assistant out of class) who had fallen behind so as to prepare for new information

Children were regularly assessed throughout the year to identify those best suited to this support. Where attendance was good this support was seen to show progress in the targeted areas. When further lockdowns or bubble closures (or individual Covid-related absence) was an issue the support was not as effective as too many sessions were missed to enable the 'catch-up' to have the desired effect.

This support was provided for children in KS2 with the plan that next year's allocated premium will also be used for targeted EYFS/KS1 additional support.

COVID-19 Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	212	Amount of catch-up premium received per pupil:	£72

SUMMARY INFORMATION

Total catch-up premium budget:

£15,200

STRATEGY STATEMENT

Context: September 2020 baseline assessments completed in all year groups and data analysed with all class teachers and the Senior Leadership Team.

Focus: To identify key year groups, key pupils and areas of need.

Provision: Post lockdown provision plan in place to reduce the attainment gap between disadvantaged pupils and their peers and to raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Staffing placed in specific year groups according to pupil need and professional development need.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	High number of disadvantaged pupils
B	Pupils entering school well below expected standards and significant, high levels of SEN linked to low level of language and communication (nonverbal ASD etc.). In addition pupils demonstrating a significant vocabulary gap , therefore the 'catch up and keep up' agenda in language is a priority.
C	Pupils with high incidence of ACE leading to mental health barriers

ADDITIONAL BARRIERS

External barriers:

D	High deprivation indicator (top 20% nationally)
E	Low parental engagement due to mental health, EAL and time poverty
F	Many pupils do not have the tools at home to support their learning e.g. a tablet shared amongst siblings, no wi-fi, no stationery.

Planned expenditure for current academic year

Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Baseline assessments in September 2020	To identify gaps in each year group and as a whole school so that Leadership and Teachers can narrow the gaps.	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	Tracking Pupil Progress meetings Monitoring of lessons, planning and books	Headteacher	Termly
Total budgeted cost:					

Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Years 6</p> <p>Guided Reading ½ hour per week – additional group</p> <p>Reading Booster 1 hour per week</p> <p>Writing QFT 5 hours weekly</p> <p>Maths Booster 1 hour per week</p> <p>Online tuition- maths and reading (x 6 pupils)</p> <p>Mental Health Support x 1 hour per week (small group work)</p>	<p>To narrow the gap between baseline assessments and expected outcomes based on KS1 Data and Pre-Covid Data Spring 2020.</p>	<p>Baseline assessments in 2020</p> <p>Conversions from EYFS and KS1 Data Spring 2020 and Summer 2020 Teacher Assessment data</p>	<p>Tracking data</p> <p>Pupil Progress Meetings</p> <p>Monitoring of lessons, planning and books</p> <p>Monitoring of remote learning provision and assessment</p>	<p>Year 6 Teacher</p> <p>Assistant Head teacher</p> <p>Tutors</p> <p>Vulnerable Children’s Group Coordinator</p>	<p>Half termly</p>
<p>Year 5</p> <p>Guided Reading ½ hour per week – additional group</p> <p>Reading Tuition- individual and group</p> <p>Maths Intervention Group x 4 hours per week</p> <p>Maths Tuition- individual</p> <p>Mental Health Support x 1 hour per week (small group work)</p>	<p>To narrow the gap between baseline assessments and expected outcomes based on KS1 Data and Pre-Covid Data Spring 2020.</p>	<p>Baseline assessments in 2020</p> <p>Conversions from EYFS and KS1 Data Spring 2020 and Summer 2020 Teacher Assessment data</p> <p>High levels of disadvantaged</p> <p>High SEN</p> <p>Low at end of EYFS</p> <p>Low at end of KS1</p>	<p>Tracking data</p> <p>Pupil Progress Meetings</p> <p>Monitoring of lessons, planning and books</p> <p>Monitoring of remote learning provision and assessment</p>	<p>Class teacher</p> <p>Assistant Head teacher</p> <p>Teaching assistant x2</p> <p>After-school tutors</p> <p>Vulnerable Children’s Group Coordinator</p>	<p>Half termly</p>

<p>Years 3 and 4 Guided Reading ½ hour per week x two groups Reading intervention Group x 2 hours per week Individual reading and maths tuition – weekly x 6 PP children</p>	<p>To narrow the gap between baseline assessments and expected outcomes based on KS1 Data and Pre-Covid Data Spring 2020.</p>	<p>Baseline assessments in 2020 Conversions from EYFS and KS1 Data Spring 2020 and Summer 2020 Teacher Assessment</p>	<p>Tracking data Pupil Progress Meetings Monitoring of lessons, planning and books Monitoring of remote learning provision and assessment</p>	<p>Class teacher Assistant Head teacher Teaching assistant After-school tutors Vulnerable Children’s Group Coordinator</p>	<p>Half termly</p>
<p>KS1</p>	<p>Create a a new, language rich, sensory outdoor learning space for Yr 1 reflective of an EYs space due to the high need of the class and missed schooling. This cohort and the</p>	<p>There is a high level of SEN need in this class, they have also missed a great deal of school and outdoor play opportunities.</p>	<p>Assessment will demonstrate a accelerated progress in phonics, language, reading and writing.</p>	<p>PPRs, SLT, Class teachers and TAs will contribute to this also.</p>	<p>On going</p>
<p>EY</p>	<p>Contribution to purchasing new, home learning, phonically decodable books.</p>	<p>Early reading is a high priority and engagement of parents is crucial, more home resources are needed to ensure that this learning can occur.</p>	<p>Regular tracking will demonstrate accelerated progress.</p>	<p>PPRs with SLT/CT. Feedback to Governors</p>	<p>Termly</p>
<p>Whole school</p>	<p>To ensure that all children have resources at home to access the Google Classroom and other online learning.</p>	<p>Many of our children did not possess the correct equipment at home to learn. Children received a pack of paper, card, pencils, felt tips, rulers and protractors where appropriate etc. Ensuring, where necessary, that these consumables are</p>	<p>That the quality of home learning is maintained and improved.</p>	<p>Class teachers and TAs</p>	<p>Ongoing</p>

Whole school	A contribution to the building/creation of two new tuition spaces for individual and small group work.	There is some need for individuals some small groups to receive tutoring in these newly created quiet spaces.	Assessment data will demonstrate that these children have met or exceeded their targets.	PPRs with SLT/CT. Feedback to Governors.	Termly.
				Total budgeted cost:	£15,200