

**Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School**



**Overview**

Children and young people across the country 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 government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

**Funding allocation**

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 11.

**Use of funds**

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.



### Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. As such, all DDAT schools need to complete the individual expenditure plan below and submit this to the CEO prior to funding being released.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted currently plan to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding and remote learning) to ensure the curriculum has a positive impact on all pupils.

Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



**Catch-Up Premium Expenditure Plan**

<b>School name:</b>	<b>St Chads CofE Nursery and Infant School</b>
<b>Academic year:</b>	<b>2020/2021</b>
<b>Total number of pupils on roll:</b>	<b>107</b>
<b>Total catch-up budget:</b>	<b>8500.60</b>
<b>Completed by:</b>	<b>K Leach and K Gilsenan</b>
<b>Date of review:</b>	<b>03.11.2020</b>

**Summer 2020 Catch-Up Actions Completed**

[Use this section to outline any actions completed during the Summer holidays 2020. For DDAT schools who took part in the Kip McGrath Summer tutoring programme, please include details here.]

**Key:**

£XXX – money to be used by the grant

£XXX – money to be used by other budget pots in school e.g. staff CPD

Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Transition support: parent re-engagement	<p>Parents understand updated guidance: <i>education is no longer optional</i></p> <p>Parents have confidence in new COVID safety measures (strong 'buy-in')</p>	<p>Confidence of parents to send child back to school increases.</p> <p>Parents understand and are aware of expectations (both government and school)</p>	£0	KL, KG	<p>Effective communication with all parents via Class Dojo. Weekly 'check-ins' with 'school monitoring;' families over the summer holiday (target calls and messages).</p> <p>Drip feeding of key information to support parents' understanding: videos, class booklets, class pupil checklists, home school agreement. Pupil Checklist books printed and posted to all families.</p>
Home learning support: packs issued to all children	<p>All children provided with opportunities to continue engaging in learning</p> <p>Parents are encouraged to maintain a good routine</p>	<p>All children engage regularly in home learning.</p> <p>Routines are maintained so transition back to full-time school is easier/smooth.</p> <p>All learning is parent 'user friendly' so there is good engagement.</p> <p>Learning activities actively promote family time and support well-being. Some pre-teaching to new Theme</p>	£0	<p>CTs</p> <p>KL, KG</p>	<p>Home Learning packs shared on Class Dojo and posted through homes. SLT maintain strong lines of communication over the holidays: <i>My Turn, Your Turn</i>; celebratory posts when learning has been completed. Headteacher to continue video blogging 'useful parent' posts via Class Dojo (foster a sense of togetherness)</p>

Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



		work and Collective Worship value.			
Parent/Pupil Wellbeing support (mental health and bereavement support)	Mental Health Lead and Deputy Mental Health Lead are trained in bereavement	Lead staff are knowledgeable and equipped to support families experienced bereavement	£60 <i>take from CPD budget</i>		Training received by Child Bereavement UK. Lead to the development of universal PSHE provision (supported also in Collective worship and Theme planner).
<b>Total spend:</b>			<b>£0</b>		

**Whole school support**

[To complete this section, outline which actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Parent/Pupil Wellbeing Support: dropping off procedures <b>Good-bye bench</b>	Children quickly settle. Parents have a strong sense of trust with the school and separate well from their child.	Parent and pupil confidence increases and anxiety diminishes. Reduced 'extended transition's for individual children – all in, settled and ready to learn	£400 installation of outdoor bench £50 outdoor bubble machine <i>take from classroom resources budget</i>	KL	Large seating area installed under bus shelter. Children displaying strong separation anxiety are able to sit on the bench with their parent to help settle.  Outdoor bubble machine and stereo system purchased to help settle children on arrival.

Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



<p>Parental re-engagement <b>Transition back to school</b></p>	<p>The school has robust systems in place for early identification of vulnerable/target families</p>	<p>All children and staff attend school full-time from 3<sup>rd</sup> September 2020</p> <p>All parents engage effectively in the new school procedures/policies</p> <p>There is an improvement in re-engagement for vulnerable/target families</p>	<p>£0</p>	<p>KG, KL NR, SL</p>	<p>Daily/weekly attendance monitoring</p> <p>Introduction of COVID attendance tracking tool is allowing us to promptly identify families that need additional support e.g. families mistreating government guidance as an excuse to keep their child at home</p> <p>Increased attendance across school: Wk1: 82.14% Wk2: 79.28% Wk3: 82.58% Wk4: 85.37% Wk5: 88.58% Wk6: 92.52% Wk7: 93.59%</p> <p><i>Attendance data includes current CME awaiting to come off roll. Significant mobility across school (leavers and new arrivals outside of normal admissions window).</i></p>
<p>Parental engagement: <b>Class Dojo</b></p>	<p>The school continues to have effective channels of communication in place. No families 'slip away'</p>	<p>All parents are connected to Class Dojo. All parents access Class Dojo as the main channel of communication in school. Strong home-school partnership continues School's vision and values are not compromised by stringent safety measures.</p>	<p>£0</p>	<p>KL, KG CTs</p>	<p>92% of parents are currently connected on the Class Dojo app</p> <p>The school knows which families are not regularly accessing Class Dojo and target support is swiftly implemented.</p> <p>In a recent parent survey, 100% of parents report that the introduction of Class Dojo has been helpful</p>

Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



<p>Quality first teaching (recovery curriculum)  <b>Theme Planner</b></p>	<p>Whole school curriculum planning has an increased focus on mental health and well-being</p>	<p>All children are supported to: heal, re-connect, have a positive self-regard  School's vision and ethos are at the heart of the curriculum design, with a particular focus on fostering community spirit/reconnecting as a school family</p>	<p>£0</p>	<p>KL, KG  LH</p>	<p>Joint planning meeting with HT, FS Lead and English Lead (x4 hours)  Whole school values led theme planning in place (Love Derby). Core value for first half term: thankfulness/community  Values in action planner updated to link class learning to whole school collective worship and home learning. Key events in school to 'mark' lockdown and support healing e.g. lockdown commemorative artwork project. Dedicated 'celebration' display in corridor.</p>
<p>Quality first teaching: wellbeing and health approaches  <b>Emotional Literacy</b></p>	<p>Whole school curriculum planning has an increased focus on emotional literacy.  Key texts in place: The Colour Monster and Lucy's Blue Day  Classrooms are well resourced to support with emotional health.</p>	<p>Children's vocabulary improves. Children are more equipped to identify and talk about their feelings.  The school has a universal culture of:  <i>It's OK not to be OK</i> <i>It's OK to talk to somebody about how I am feeling</i></p>	<p>£85 books (key texts) £150 puppets £300 classroom books £59 to release LH for planning  <i>take from classroom resources/supply budget</i></p>	<p>KL, RH  RB, RKB  LH</p>	<p>Class set of puppets made to support emotional literacy. Dedicated teaching in Collective Worship and PSHE lessons, this will be re-visited all year. Theme Day to support 'big launch'.  Daily Real Alouds effectively used to share quality texts that support emotional literacy throughout the year. Systematic and progressive scheme in place.</p>

Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



<p>Quality first teaching: wellbeing and health approaches <b>PSHE</b></p>	<p>The school has a dedicated PSHE scheme in place (<i>PSHE Matters</i>)</p>	<p>All children make good progress in their PSED</p>	<p>PSHE matters £300 training and resource</p>	<p>KL, RH CTs, TAs</p>	<p>Staff training booked for Autumn 2 term.</p>
<p>Effective use of technology <b>Home Learning</b></p>	<p>School has a clear and comprehensive action plan for Tier 1,2, 3 and 4 remote learning</p>	<p>All children can access and engage with universal home learning All children can access and engage with remote learning in the event of self-isolation, bubble closure and full school closure – all children stay 'caught up' and learning is now impacted</p>	<p>Tier 1 remote learning £0 Tier 2 and 3 Remote learning £200 (printing paper packs) (<i>take from resources budget</i>) Tier 4 Remote learning £1090 (GLS workbooks) £875 (staff devices for remote</p>	<p>KL, KG CTs, TAs NR</p>	<p>Whole school action plan and remote learning policy written and published on school website Designated page on website for all remote learning tiers Home learning action plan has been shared with all staff – know areas of responsibility and actions to follow in different scenarios All teaching staff have access to a 'fit for purpose' electronic device to ensure regular posting on Class Dojo Tier 1 – half termly and weekly home learning uploaded and completed on Class Dojo. Paper packs issued to those families without Class Dojo access. Same expectations for completion are in place. Weekly monitoring and targeted support where needed i.e. no engagement</p>



Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



			learning) <i>take from ICT hardware budget</i>		<p>Tier 2 – printed packs containing 2 weeks’ worth of learning. Welfare calls for updates on completion</p> <p>Tier 3 – printed packs and daily posting on Class Dojo. Monitoring and targeted support where needed i.e. no engagement</p> <p>Tier 4 – GLS workbooks, printed books and daily posting on Class Dojo</p>
<p>Parental engagement, Catch-Up Provision, Quality- first teaching</p> <p><b>Key Skills</b> <b>Class Dojo</b> <b>Home Learning</b></p>	<p>School has a progressive and clear scheme of work for the discrete teaching of keys skills in:</p> <p>Reading (key words) Spelling (key words) Number Handwriting</p>	<p>The teaching and learning of key skills are ‘high priority’ across school</p> <p>Children are regularly assessed in key skills acquisition (half-termly)</p> <p>Home Learning promotes the importance/the using and applying of key skills</p> <p>Parents are equipped to support their child’s acquisition of key skills at home (<i>‘little and often’</i>)</p>	<p>£250 to release KH to prepare booklets/record videos for universal parent home learning support</p> <p>(x2 days out of class)</p> <p><i>take from supply budget</i></p>	<p>KL, KG</p> <p>KG</p> <p>LH</p> <p>HW</p>	<p>Termly Key Skills progression document for reading/spelling (key words), maths and handwriting (A4 summary document).</p> <p>Re-visit the importance of Red Always Remember To’s across school and monitor consistent/effective use.</p> <p>Half-termly assessment review of all key skills using new assessment pack.</p> <p>Introduce 10 mins daily ‘quick read/quick write’ lesson and monitor impact.</p> <p>Introduce weekly read/spelling home learning/Friday assessment across school and monitor engagement/impact.</p>

Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



					Write and share year group parent booklets (Phonics and Maths).  Remote parent workshops (Class Dojo and website). Teachers to drip feed activities to support home learning and frequently promote/celebrate via Class Dojo.
Catch-Up Provision <b>Standardised Assessments</b>	School is using standardised testing to support formative and summative assessments in reading and maths	All children in KS1 complete a standardized test in reading, maths and GPAS termly.  All children in FS2 working at 40E and above complete a standardised reading and maths test in the summer term  Assessments are robust and accurate. Strengths and areas for development are swiftly identified. Outcomes are improving.	<b>£450</b>	KL LH, KG CTs	PIRA/PUMA tests being introduced Autumn 2 onwards.  Staff meeting booked with Assessment Consultant from Rising Stars 04.11.20
<b>Total spend:</b>			<b>£2240</b>		

**Targeted support**

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Pupil Wellbeing: After school club  <b>Wellbeing Club</b>	Effectively support New to English children with the completion of home learning (where parents themselves are very New to English and/or illiterate)	Improvement in engagement/well-being scales (leaven scale/communication and language)	£0	RH	X2 after school clubs a week to support in each Key Stage bubble
Catch Up Provision: After school club  <b>Home Learning Club</b>	Effectively support New to English children with the completion of home learning (where parents themselves are very New to English and/or illiterate)	Improvement in the completion of home learning  Improvement in well-being scales/C+L	£0  Use current directed hours	RH  RB, RKB	X2 after school clubs a week to support in each Key Stage bubble
Catch Up Provision: <b>Phonics Intervention/ Parent Classes</b>	Increase capacity to release HT from class to support with the delivery of target phonics interventions in KS1 and to allow school to offer and provide target parent workshops/1:1 meetings in a safe environment ( <i>see below</i> )	Improvement in phonics outcomes	£944  Current L2 TA to step up to HLTA  £1209  Appointment of temporary	KL	Release Headteacher from 0.1 teaching commitment so hours can instead be spread across the week to deliver target parent classes/workshops and afternoon intervention support (4 hours a week)

Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



			L1 TA to back-fill L2TA stepping up to HLTA		
<b>Total spend:</b>			<b>£2153</b>		

**Wider support**

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Parental engagement  <b>New Communities Team</b> (translation support)	Increase capacity to support New to English families with universal and targeted provision and support	All families engage in home learning and understand procedures and systems for completion  There is an improvement in families with poor engagement/knowledge of school systems  Robust targeted support for most vulnerable identified families	£3450	KL AT NR	Increased NCAT support by AT across the week (additional half day a week, so 4 half days in total).  AT to support with welfare calls, attendance, new inductions, universal translation documents and targeted parental meetings/classes (see below).

Catch-Up Premium Expenditure Plan  
 September 2020  
 St Chads CofE Nursery and Infant School



<p>Parental engagement, Catch-Up Provision, Home Learning Support</p> <p><b>Outside classroom for parents</b></p>	<p>School is able to offer and provide target parent workshops/1:1 meetings in a safe environment</p>	<p>Identified target families attend parent meetings/workshops/classes, when requested to</p> <p>Parents' basic skills/knowledge/engagement improves, outcomes for children improve</p>	<p>£3300 for the installation of an outdoor canopy with electrical supply/outdoor heater</p> <p><b>£660</b></p> <p><b>£2640</b></p> <p><i>take from capital</i></p> <p><b>£636</b> for TV monitor and mobile stand</p> <p><i>take from ICT hardware budget</i></p>	<p>KL</p>	<p>Work to be completed by Box09</p> <p><i>Brief: create a sheltered area outdoors for parents to watch presentations. Additional shelter for HT to present from.</i></p> <p>Parent workshops to be staggered across the week, group sizes will not exceed 6. 'Group of 6' sessions will not take place if school is local/national lockdown. Parents instead will be see in pairs or 1:1. Large outdoor seating permits parents to be seated with good social distancing in place. Face coverings will me mandatory and worn at all times.</p> <p><b>See separate risk assessment</b></p>
<p><b>Total spend:</b></p>				<p><b>£4110</b></p>	

Catch-Up Premium Expenditure Plan  
September 2020  
St Chads CofE Nursery and Infant School



<b>Final spend:</b>	<b>Total spend from DfE Grant: £8503</b> <b>Total contribution from other budget pots in school: £5305</b> <b>Total spend: £13, 808</b>
---------------------	---

<b>Approved by Local Governing Body:</b>	<b>09.11.2020</b>
<b>Submitted to DDAT:</b>	<b>09.11.2020</b>
<b>Approved by DDAT:</b>	<b>25.11.2020</b>