



# Christ Church C of E Primary School

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## Catch-up funding strategy: 2021

Summary Information			
Total number of pupils on roll	<b>210</b>	<b>Total catch-up premium budget</b>	<b>£16,402.65</b>
Number of pupils on roll at time of October 2020 census	<b>205</b>		
Amount of catch-up premium received per pupil	<b>£80</b>		
<b>Payment Schedule</b>	Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.		(£46.67 per pupil)
	Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil across the first 2 payment rounds.		1. £4140 2. £5430
	Summer 2021 term - a further £33.33 per pupil.		£33.33 per pupil
	<i>Similar to the pupil premium, schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021 academic year and will not be added to schools' baselines in calculating future years' funding allocations.</i>		
<b>Use of funds</b>	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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. 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 education.	<b>EEF Recommendations</b>	<p>The EEF advises the following approach:</p> <p>Teaching and whole school strategies:</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p>Targeted approaches:</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parents and carers</li> <li>• Access to technology</li> </ul>

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		<ul style="list-style-type: none"> <li>• Summer support</li> </ul>
<b>Accountability and Monitoring</b>	<p>School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.</p> <p>Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, 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.</p>	
<b>Statement written by:</b>	<p>Miss Emma Simpson (Headteacher) Nicole Davison (Deputy Headteacher)</p>	
<b>Governor Leads:</b>	<p>Jane Watson (Chair of Governors &amp; Chair of Resources Committee) (Chair of Standards Committee)</p>	

**School context**

Christ Church Church of England Primary School is an averaged sized school.

The school is proud of its strong Christian ethos and was graded as 'Outstanding' by SIAMS in November 2017.

All that we do is underpinned by our school mission statement:

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The school intake comes from a deceptively wide area with a varied socio-economic profile. In 2018 / 2019, over 45% of pupils were from homes in Wards categorised as C or above, while almost 1/3 were from homes in Wards categorised as E or E\*.

The percentage of pupils eligible for FSM is below national average, though the percentage of pupils eligible for FSM in each year group varies between 0% and 16.7%.

At present, there are a total of 33 children on the SEN register, 2 of whom have an EHCP.

Between September and December 2020, school experienced a total of 5 bubble closures. During the second lockdown (January – March 2021), approx. 47% of children attended school for some of the time, as children of critical workers or under the vulnerable category. The remaining 53% learnt remotely for the full period of lockdown.

**Barriers to learning:**

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Barriers to future attainment	
<b>Academic barriers</b>	
1.	Bubble isolation and lockdown have resulted in large periods of time away from school for many children, therefore there are gaps in pupils' knowledge which will affect progress and attainment.
2.	Providing provision for remote education which matches the provision that children would normally access in school is a completely new concept for all staff. School needs to ensure that they have the knowledge and capabilities to be able to provide such provision.
3.	The teaching of some subjects has been highly disrupted for all children for a significant period of time as a result of COVID restrictions. Most affected have been Music and PE.
4.	Extended periods of remote learning, lockdown restrictions and the effects of COVID on families could have had a profound affect on children's mental health and wellbeing. It is possible that their confidence, resilience and self-esteem will have been affected by not attending school, and this will all need careful consideration.

Additional barriers	
<b>External barriers</b>	
5.	Lack of access to electronic devices / internet availability may prevent children from accessing remote provision if necessary. Parents may not know how to support children in remaining safe online.
6.	Some children have not engaged as fully with remote provision as others and therefore may have fallen behind academically. Equally, children who did engage in remote provision may have been heavily scaffolded in their work and therefore it is important to assess children accurately on their return to school.
7.	School attendance has been an issue for some children in the past. This will need to be closely monitored in order to ensure that attendance does not become an additional barrier to learning when school reopens to all pupils.
8.	Some children may find it difficult to settle back into school routines following lockdown. Levels of concentration may have been affected if they have been accessing learning remotely for some time. They may be anxious about returning to school following a long period of absence.
9.	Many children will have had limited opportunities to socialise with others due to lockdown restrictions. Social skills could have been affected by this as children may not have engaged with other children for a considerable amount of time.
10.	Lockdown restrictions mean that children may not have had the opportunity to engage in physical activities as much as they usually would, and therefore their physical fitness may be affected. Combined with an increase in screen time as a result of remote learning, children's physical development will need to be prioritised.
11.	Children and families may have experienced bereavements as a result of COVID-19.
12.	Parents and families may be experiencing financial hardship as a result of COVID-19.

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- |     |                                                                                                                                                                 |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13. | Parents and families may be experiencing isolation and a lack of support networks. Their mental health and wellbeing may have suffered as a result of lockdown. |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Strategy Statement:

### Catch-up Funding Priorities

- |    |                                                                                                                                                                                                                                                                             |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | To develop Christ Church as a 'Trauma Informed' school, which prioritises the mental health and wellbeing of our children, supporting their confidence, resilience, and self-esteem.                                                                                        |
| 2. | To ensure high quality teaching for all to address gaps in knowledge and recover lost learning as a result of school closure.                                                                                                                                               |
| 3. | To implement targeted support and intervention to support children with specific learning needs.                                                                                                                                                                            |
| 4. | To develop the school's provision for remote education in order to provide a high-quality curriculum which matched that which the children would normally access in school, should the need arise (i.e. due to bubble closure, isolation or further lockdown restrictions). |
| 5. | To provide targeted support for families in need.                                                                                                                                                                                                                           |

### Core Approaches

- |    |                                    |
|----|------------------------------------|
| 1. | Supporting great teaching          |
| 2. | Pupil assessment and feedback      |
| 3. | Transition support                 |
| 4. | One to one and small group tuition |
| 5. | Intervention programmes            |
| 6. | Supporting parents and carers      |
| 7. | Access to technology               |

### Overall Aims

**To raise the attainment of all children following school closures as a result of the COVID-19 pandemic.**

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Planned expenditure:

Teaching and whole school strategies							
Barrier	Action	Intended outcome	Evidence and rationale	Approach	Costs	Staff lead	Impact / Evaluation
<i>Supporting great teaching</i>							
2.	Ensure that school are fully prepared for a move to Remote Teaching and Learning in case of bubble isolation or further lockdowns	A platform is in place which enables pupils to access provision which mirrors that that would be provided in school, if required  Staff and children know how to access and utilise the platform for teaching and learning	Remote provision requirements and expectations set out in DfE publication: <i>'Restricting attendance during the national lockdown: schools Guidance for all schools in England'</i> (February 2021)  EEF Research: <a href="#">Best evidence on supporting students to learn remotely</a>	Release DHT from class for 1 week to set up Remote Learning platform (Google Classroom) and provide training to staff	£724 supply for Y4 (01 Supply)	ND (Maths Subject Leader)	Google Classroom is fully operation and was successfully used as a platform to support teaching and learning during Jan – March closure.  100% of the 50 parents who returned the Remote Provision survey graded our remote learning provision as good or better, with 64% grading it 'excellent'.  See data collected by DHT regarding engagement and feedback.
1 / 6	Targeted support for staff on Teaching and Learning in maths	Staff confidence in planning and teaching effective sequences of lessons in maths is increased	EEF Research: <a href="#">Impact of school closures on KS1: potential implications for practice in year 2</a> (February 2021)	Buy in one day maths consultant visit	£ for consultant visit	ND (Maths Subject Leader)	ND continues to monitor and provide targeted support for teaching and learning Impact evident in Subject Leader monitoring
1 / 6	Maths Subject Leader to support quality first Teaching	Monitoring demonstrates	EEF recommendations: <a href="#">Improving Mathematics in the</a>	Additional release time for Maths Subject Leader to mentor, monitor	£2149.42 for 2 afternoons per week	ND (Maths Subject Leader)	In place. This has been covered using existing teacher time for one afternoon and buying in an

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	in Maths across school	effective teaching in maths  Outcomes in maths are at least in line with expected as children settle back into school	<a href="#">Early Years and Key stage 1</a> <a href="#">Improving Mathematics in Key stage 2 and 3</a>	and support staff in the teaching of maths (2 afternoons per week during the summer term)	teaching cover  £918.75 01Supply £222.49 01CatchUp  £1141.25 spent		additional afternoon for the same staff member at a rate of c£40 / hour (including on costs)  See monitoring for Impact
				Maths Subject Leader to attend 'Great Teaching - Effective Planning for Quality First Teaching' training (LCC)	£60 (01 Train)		Session attended – content of session is being used to inform support as described above  See course evaluation
1 / 6		Teaching in English addresses lost learning as a result of school closure	EEF recommendations: <a href="#">Improving Literacy in Key stage 1</a> <a href="#">Improving Literacy in Key stage 2</a>	Purchase English 'Bridging units' for Years 1 – 6 for use in the autumn term	£180 (04HT)	GH (English Subject Leader)	Bought and used. See staff and pupil feedback for impact
	English Subject Leader to support high quality teaching for all in English	Teaching and learning in English continues to follow the agreed approach using the reading → writing phases  Monitoring demonstrates effective teaching in English		Additional release time for English Subject Leader to mentor, monitor and support staff in the teaching of English (1 afternoon per week during the summer term)	£1074.71 for 1 afternoon per week teaching cover  Included in Maths Subject Leader	GH (English Subject Leader)	In place. This has been covered by buying in an afternoon of supply cover See monitoring for Impact

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		Outcomes in English are at least in line with expected as children settle back into school	EEF in TES Research: <a href="#">Coping with Covid – Reading key to closing learning gap</a>	Purchase sets of class novels to enable children to continue to engage fully with the texts if learning remotely	release time costs £1000 (c£180 per class set x 6 sets) £173.10 Floodland 04HT  £647.80 01CatchUp	GH (English Subject Leader)	Use of class texts is embedded across school. Individual copies support T&L in class, and enables children to continue to engage in lessons if learning at home
				English Subject Leader to attend 'Great Teaching - Effective Planning for Quality First Teaching' training (LCC)	£60	GH (English Subject Leader)	Session attended – content of session is being used to inform support as described above  See course evaluation
1	Prioritise the development of vocabulary in Reception	Increased % of children achieving Expected in Communication, Language and Literacy (ELGs)  Increased % of children achieving Exceeding in Communication, Language and Literacy (ELGs)	Curriculum requirements and expectations set out in DfE publication: <a href="#">'Schools coronavirus (COVID-19) operational guidance'</a> (February 2021)	Create action plan to support the development of vocabulary in Reception  Reception class teacher to attend 'Closing the word gap' training (LCC)  Purchase 'Word Aware' resource to	N/A (SL time)  £  £45.99	BM (Reception class teacher)	Reception class teacher has attended training (see training report). Attendance combined with purchase of resource has given practical suggestions and activities to support the development of vocabulary.  Impact can be seen in learning environment (see English monitoring)

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				support development of vocabulary in Reception	(04 Create)		
1	Targeted support from children with communication, speech, and language difficulties	Increased % of children with SLD achieving Expected in Communication, Language and Literacy (ELGs)	EEF Research: <a href="#">Early Years Communication and Language Approaches</a> (+6m)	Reception class teacher and HLTA to attend Early Talk Boost training	£620 for first delegate  £120 for additional delegate	BM / PM (Reception class teacher / HLTA)	Alternative in place: 'Time to Talk'. Resources and training already in place.  See IPMs and monitoring files for impact
3	Prioritise teaching of subjects which have been highly disrupted by COVID-19 restrictions	Children have the opportunity to experience an ambitious and broad curriculum	Curriculum requirements and expectations set out in DfE publication: <a href="#">'Schools coronavirus (COVID-19) operational guidance'</a> (February 2021)	Resume KS2 curriculum music lessons with specialist music teacher in the Summer term  Employ specialist music teacher for additional hours to teach curriculum music to FS / KS1 throughout the summer term	£1800 (4 hours per week @ £30/hr) Funding already allocated through PCC grant  £1350 Use PCC grant funding	ES / SD (Headteacher / Specialist Music Teacher)	SD has returned to school and provision for music in KS2 has resumed  Impact is evident through SL monitoring  Children have had opportunity to present key stage concert to parents before Christmas. Feedback very positive  SD does not currently have availability. High quality provision prioritised through dedicated teaching time using Music Express
3			Curriculum requirements and expectations set out in DfE publication:	Specialist dance tuition for all classes during first half of summer term	£1671 From PE & Sports	ES / MB (Headteacher / PE Subject Leader)	All children are currently having specialist dance tuition in preparation for the 'Showcase' on 28th May

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			<a href="#">‘Schools coronavirus (COVID-19) operational guidance’</a> (February 2021)		Grant funding		HC providing specialist dance tuition for Showcase during Spring 2022 Also supporting teaching of dance in Years 1, 2 & 3 throughout year After school dance provision provided by Miss Helen in Spring term
<i>Pupil assessment and feedback</i>							
1 / 6	Ensure that IEPs and CPMs are up to date and that appropriate interventions have been identified and implemented to support SEN pupils	Targeted support and intervention is identified and implemented as quickly as possible for children with SEN	EEF research: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	Additional release time for SENCo (1 afternoon per week during the first half of the summer term)	£150 HTLA cover	BM (SENCo)	In place Additional time is allowing SENCo to catch up with referrals and assessments (feedback to Standards Committee)  Additional 4 EHCP referrals accepted and support provided
<i>Transition support</i>							
1	Provide targeted support for children in Years 1 & 2 who are not working at expected level in phonics	The % of children reaching the expected level in phonics at the end of the academic year falls at least in line with national outcomes	EEF Research: <a href="#">Phonics</a>	Employ additional TA to release AC (TA3) from class in order to carry out additional interventions during Summer term	£3800 (15 hrs / week @ £16.30)  £4439.16 01CatchUp	AC (TA3)	In place See monitoring reports  80% of Year 2 children reached expected standard in December 2021  Targeted academic intervention in place for those who did not reach required standard

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4	CPD provided for staff in relation to wellbeing for education return	Staff are aware of some of the barriers that children may be facing in relation to their mental health and wellbeing, and have a range of practical strategies and knowledge to support children in overcoming these	Lancaster Emotional Health in Schools and Colleges research: <a href="#">A Psychologically-informed Model for Recovery and Transition Back to School (office.com)</a>	Learning Mentor to attend LEHSC webinars: - Introduction to trauma informed work in schools - Communicating with children who are Distressed, Angry or Anxious - Understanding Anxiety - Understanding and Promoting Resilience in Children	N/C  Undertake sessions during normal working hours while number of children in school is reduced	JS (Learning Mentor)	The Learning Mentor has attended training and is using it during pastoral intervention sessions.  Baseline information is collated and records of impact are maintained  <b>HT &amp; LM currently developing a portfolio of evidence based pastoral interventions which can be implemented to support children as needed</b>
4				Teaching staff to attend LEHSC webinar on Attachment	N/C  Use staff meeting time	All teaching staff	Attended Input promoted practice as part of our approach as a Trauma Informed school
4	Behaviour in school remains good as issues are dealt with efficiently			Teaching staff to attend LEHSC webinar on Communicating with children who are Distressed, Angry or Anxious	N/C  Use staff meeting time	All teaching staff	Attended Input promoted practice as part of our approach as a Trauma Informed school  Impact evident through very low number of behavioural incidents since return to school
4	HT has a good awareness of how wellbeing can be			HT to attend LEHSC Wellbeing for	N/C	ES (Headteacher)	This session was postponed. HT will attend when it is rescheduled

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		supported on the return to school, which is shared with staff		Education Return training			HT attended session. Fed back to Wellbeing Lead / Learning Mentor
4 / 8	Provided targeted support to develop children's resilience and wellbeing	Children have an increased knowledge, awareness and understanding of wellbeing, mental health and resilience, as well as a range of practical coping strategies they can use if times get tough (evident through post course feedback)	EEF Research: <a href="#">Healthy Minds</a>  Lancaster Emotional Health in Schools and Colleges research: <a href="#">A Psychologically-informed Model for Recovery and Transition Back to School (office.com)</a>	Lancashire Mind to provide 10 sessions with Year 5 using the 'Bounce Forward' programme	N/C	ES (Headteacher)	Sessions began 21 <sup>st</sup> April. Baseline information is collated and records of impact are maintained  Sessions completed and feedback collated (see PHSE Subject leaders File)
4 / 8	Transition support for Y6 pupils			Learning Mentor to undertake 'Bounce Forward' training so that it can be delivered to other groups as needed	£185  £185 01CatchUp	JS (Learning Mentor)	Training has been booked: 20 <sup>th</sup> May / 16 <sup>th</sup> June  Training has been completed  Part of targeted intervention offer (See PPG strategy statement)
4 / 8	Transition support for Reception / Year 1 Pupils	Children are emotionally prepared for their transition to secondary school (evident through pupil questionnaires)		Liaise with CFWB to provide 'Moving on' sessions for Y6 children as required	N/C	ES (Headteacher) GH (Year 6 class teacher)	HT & LM have planned Transition Sessions using recommended programme (Anna Freud Foundation) which will be implemented in the Summer term
	Transition support for Reception / Year 1 Pupils	Support transition between FS / KS1 focusing on key elements of the indoor and outdoor		Complete 'Step into Quality' Year One programme	£1500	ES / JS / BM	School has enrolled and has been assigned a mentor (Julie Ebdon) Introductory session via Zoom on Wednesday 5 <sup>th</sup> May

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		learning environments					<p>Programme ongoing Year 1 &amp; 2 have switched classrooms to allow for the development of outdoor provision for Year 1 children. Classroom has been set up to enable Year 1 children to access provision</p> <p>Development of learning areas through purchase of resources, including outdoor area, is now complete BM supporting JS through mentoring</p> <p>JS currently preparing file for final submission which details the impact that the programme has had on provision in Year 1</p>
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Targeted Support							
Barrier	Action	Intended outcome	Evidence and rationale	Approach	Costs	Staff lead	Impact / Evaluation
<i>One to one and small group tuition</i>							
1	Provide targeted support for children in Year 3 who did not reach the	By the end of the academic year, all children are reaching the expected standard in phonics	EEF Research: <a href="#">Phonics</a>	TA to attend 'Bounce Back Phonics' training and to run targeted intervention	£60 (04 HT)	MS (TA: Year 3)  GH	In place See monitoring reports  Impact evident in Autumn data

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	expected in phonics screening					(Subject Leader)	
1	Targeted maths and English intervention in Years 2 and 5 for children who are working just below ARE	Increase in the % of children who are secure in ARE	EEF Research: <a href="#">Small group tuition</a> (+4m)	Employ additional teacher in Years 2 and 5 throughout Summer term to undertake booster sessions (NTP)	c£4000  1:3 group tutoring @ c£225 / 15 hour block  £1539.45 01CatchUp	ES (Headteacher) ND (Maths Subject Leader) GH (English Subject Leader)	Additional teacher employed for 3 days per week for second half of Summer term in year 5 to facilitate Catch Up. Postponed for Year 2 owing to long term teacher absence and Supply Teacher being employed  Additional TA time to support intervention during 2021 – 2022 academic year  Impact evident in Autumn data
<b>Intervention programmes</b>							
1	Daily targeted intervention for pupils with dyslexia and/or pupils with below expected outcomes in spelling and/or reading	Progress of specific children in spelling and/ or reading is accelerated through daily engagement with the programme	<a href="#">‘The effectiveness of IDL literacy – A summary of research’</a> (Average of 10 months improvement in reading and 11 months improvement in spelling after 26 hours on the IDL programme)	Buy into IDL programme  1 afternoon of release time for SENCO to train LMs on use	£314 (04 Licenses) <i>Included as part of additional SENCO release time</i>	BM (SENCo)	In place See monitoring reports  Impact evident in Autumn data
1	Daily targeted intervention for pupils with dyscalculia and/or pupils with below	Progress of specific children in maths is accelerated through daily engagement with the programme	<a href="#">IDL Numeracy – Teach Primary Review</a>	Buy into IDL programme  1 afternoon of release time for	£314 (04 Licenses) <i>Included as part of</i>	BM (SENCo)	Consider as a targeted intervention from summer 2022

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	expected outcomes in maths			SENCO to train LMs on use	additional SENCO release time		Currently implementing 1stClass@Number as an evidence based intervention
1	Targeted support from children with communication, speech, and language difficulties	Improvement in communication, speech and language evident in targeted pupils (evident through use of Talk Boost assessment tool)	DfE research report: <a href="#">'What works': interventions for children and young people with speech, language and communication needs (2012)</a>  EEF Research: <a href="#">Oral Language Interventions (+5m)</a>	TA3 to attend Talk Boost Training	£510	AC (TA3)	Resources already in school and some staff have experience of using so use their knowledge to train other staff  Reception children currently participating in NELI programme

Wider Strategies							
Barrier	Action	Intended outcome	Evidence and rationale	Approach	Costs	Staff lead	Impact / Evaluation
<i>Supporting parents and carers</i>							
5	Support parents in identifying how to keep children safe online and minimise online safety risks	Parents have a good awareness of how to support children to stay safe online.  Evidence through: - low number of online safety related incidents reported during lockdown	<a href="#">Keeping children safe in education (2020)</a>  <a href="#">Coronavirus (COVID-19): support for parents and carers to keep children safe online</a>	Provide regular updates and links to online safety resources in weekly newsletter  Create Online Safety video for pupils to be published on	N/C  N/C	ES (Headteacher)  LR (Online Safety Lead)	In place - ongoing  Completed

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		- parent questionnaires - pupil questionnaires / pupil voice	<a href="#">Coronavirus briefing: safeguarding guidance for schools</a>	Remote Learning platform  Online Safety workshop for parents	£150		
13	Ensure parents remain informed of their child's progress despite being unable to come into school	Parents feel well informed regarding children's progress, evident in responses to parent questionnaires Parents attendance at virtual parents evening is high	<a href="#">School reports on pupil performance: guide for Headteachers</a>	Move to Zoom parent's meetings  Invest in Parents Evening software (Groupcall) to manage bookings	N/C  £112.75 (04 BTLSLIC)	KF (Office Administrator)	In place  In place
13	Maintain regular (at least fortnightly) contact with families during periods of school closure	Parents feel well supported by school, evident in responses to parent questionnaire  School are aware of any difficulties that families may be facing and act quickly to support them	<a href="#">Keeping children safe in education (2020)</a>  <a href="#">Restricting attendance during the national lockdown: schools</a>  <a href="#">Restricting attendance during the national lockdown: schools</a>	Purchase 3 x mobile phones and 3 SIM only contracts.  Each member of SLT responsible for fortnightly phone calls with children at home during school lockdown	£54 (3 handsets @ £18)  £54 (3 months @ £6/ month x 3 SIMS)	SLT	In place  In place See monitoring reports
12 / 13	Ensure that school has the capacity to act as quickly as possible in response to concerns /	Where Early Help is required, school acts quickly to implement a CAF to obtain the support		DSL always on site  Regular engagement by DSLs in updates	N/C	ES (DSL) ND (Deputy DSL)	In place – ongoing  See safeguarding action plan in respect of new Early Help

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	families in need of support	that the family needs		<p>regarding available Early Help provision</p> <p>Utilise support from Early Help Officer</p> <p>Rapid response through CAF / TAF process</p> <p>Addition of new categories on CPOMs to record COVID related concerns</p>			arrangements and associated training
7	Ensure that non-attendance does not become an additional barrier to learning when school reopens	Attendance figures for those children who have previously been flagged up as a cause for concern are improved	<u>School attendance</u>	<p>Flag up attendance concerns monthly with parents</p> <p>Early intervention: phone calls / letters / meetings</p> <p>Use CAF process if required</p> <p>Collaborative work with PAST</p>	N/C	ES (Headteacher)	<p>In place – ongoing</p> <p>SENCo attended training in relation to Emotionally Based School Avoidance</p> <p>See Safeguarding action plan for details regarding implementation</p>
<i>Access to technology</i>							
9	Ensure that despite bubble restrictions, classes are able to	Whole school activities such as Worship and	Children have not been together as a	Purchase a webcam for each class plus	£272 (8 @ £34) (04 ICT)	KF (Office Administrator)	8 webcams purchased. Whole school Worship and Celebration Assemblies

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	see and communicate with each other regularly	celebration assembly can continue and promote a feeling of togetherness	school for nearly 3 months	one for HT from IT support provider		TechHub (IT Support Provider)	continued throughout Autumn term as a result.  Whole school Worship and Celebration assemblies continued throughout lockdown. Webcams enabled daily Zoom registration to take place, as well as weekly live PHSE session. Some staff also chose to teach English / Maths live to support those children learning at home.
5	Ensure that pupils have access to devices in order to access Remote Learning provision	Lack of devices does not become a barrier to accessing remote provision	Remote provision requirements and expectations set out in DfE publication: <i>'Restricting attendance during the national lockdown: schools Guidance for all schools in England'</i> (February 2021)	Apply for Chromebooks through DfE 'Get technology' portal	N/C	ND (DHT)	2 Chromebooks allocated and delivered  8 Chromebooks allocated and delivered 1 Chromebook allocated  Additional chromebooks allocated by DfE, bringing total available to ??
				Purchase 3 Chromebooks from IT support provider to supplement offer from DfE	£840 (01 Catchup)  Laptop trolley	KF (Office Administrator)  TechHub (IT Support Provider)	3 Chromebooks purchased  10 Laptops, dongles and headsets also donated by ASDA

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5	Support families in accessing the internet at home	Lack of internet does not become a barrier to accessing remote provision		Apply for wifi cards from BT	Free	KF (Office Administrator)	Received but coverage was poor
1 / 8	Ensure that all children have access to high quality, appropriate reading books during lockdown	Children are still able to access relevant books which support their progression in reading, despite COVID restrictions	Not all children will have reading books at home, especially ones which meet the EIF requirements of being phonetically decodable	Purchase Rising Stars online subscription to match the curriculum offer in school	£558.40 (01 Catchup)	BM (KS1 Lead) GH (KS2 Lead)	Purchased Usage was monitored throughout lockdown and reading assessment suggest good engagement by pupils
<i>Other: Physical health and wellbeing</i>							
9 / 10	Encourage children to be more physically active at lunchtimes	Children are encouraged and supported to undertake at least 60 minutes of moderate intensity physical activity per day	<a href="#">NHS physical activity guidelines for children and young people</a>  Gov guidance: <a href="#">PE and Sports Premium funding for primary schools</a>	Employ 2 x Play Leaders to support children in rebuilding levels of physical activity at lunchtimes (for at least the summer term)	£1500 <i>From PE &amp; Sports Grant funding</i>	ES (Headteacher) MB (PE Subject Leader)	2 Play leaders employed PE Subject Leader to collect data regarding pupil engagement and feedback  Pupil feedback suggested very positive response (See PE Subject Leader File)  <del>Cost to continue into 2021—2022 academic year</del>
10	Implement a whole school approach to the development and maintaining of regular physical activities to support improved physical health			Installation of running track around school field	£12,620 <i>From PE &amp; Sports Grant funding</i>	ES (Headteacher) MB (PE Subject Leader)	Completed  Works completed. See PE Subject leader monitoring reports for impact
10				Installation of outdoor gym in KS2 playground	£TBC <i>From PE &amp; Sports</i>	ES (Headteacher) MB	Quotes currently being collated

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					Grant funding	(PE Subject Leader)	c£15,000 committed. Work due to commence in October 2021  Works completed. See PE Subject leader monitoring reports for impact
10	Fund additional swimming sessions during the summer term for Year 6 pupils	Children have an opportunity to learn to swim or develop their swimming skills, prior to leaving school	Children in Year 6 have never had the opportunity to attend swimming lessons due to lockdown	Fund additional swimming sessions during the summer term	£1200 From PE & Sports Grant funding	ES (Headteacher)	No additional sessions were available so Year 6 have been prioritised for sessions which began 21.04.21  Year 6 completed 1 term of swimming lessons in Summer term. 87% met standard as identified within Sports Premium Funding Statement
<i>Other: Behaviour, social, emotional and mental health and wellbeing</i>							
4 / 8	Develop provision for mental health and wellbeing support in school	Named staff are appropriately trained to be able to offer children mental health and wellbeing support in school	<a href="#">COVID-19: guidance on supporting children and young people's mental health and wellbeing</a>	AC (TA3) and JS (LM) complete Mental Health Champions Training with Place2be	N/C	JS (Learning Mentor) AC (TA3)	Both AC and JS have completed their training.
4 / 8		Free up time to enable Mental Health Champions to run 1:1 or small group sessions with children in order to	EEF Research: <a href="#">Social and emotional learning</a> (+4m)	Employ additional TA to release AC (TA3) and JS (LM) from class in order to carry out pastoral interventions	Included as part of additional TA3 / LM intervention time	ES (Headteacher)	In place (Jenna Leckie)  AC released from class during Summer term to undertake pastoral intervention – see intervention records

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		support their mental health and wellbeing		during Summer term			See costing in TA3 / LM intervention time  Implemented again during Spring 2 and Summer terms 2022 owing to large scale disruptions as a result of isolation in Autumn and Spring 1 terms
9	Provide time and resources to allow children to work together, developing core skills such as turn taking and communication	Children have an opportunity to rebuild the social skills that have been affected by lockdown	Lockdown has prevented many children from socialising with other children of their own age	Purchase a selection of games and resources to support children's social skills	£700 (£100 per class)	ES (Headteacher)	Some resources requested. Continue to audit and purchase as needs become evident
11	Provide appropriate training for Learning Mentor regarding bereavement	School has staff and resources to support children who have experience bereavement	Children may have experienced bereavement because of COVID-19	Fund Seasons for Growth training	£240 <i>£190 spent</i>	JS (Learning Mentor)	Programme received funding so can now be delivered free of charge to school  JS has begun training  Training completed by JS and appropriate supporting resources purchased
8	Set aside funds for 1:1 counselling / play therapy from external agency if required	Children do not have to wait for allocations via CFWB if urgent action is required to support their mental health and wellbeing	Demand for funded services is high and therefore waiting times can be long	Fund 1:1 support through New Start if needed	Up to £810  3 blocks @ £270 per block (£45/hr x 6 sessions)	ES (Headteacher)	2 blocks of support purchased in 2021 Closure reports received from New Start

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