



**Chellaston Fields**  
SPENCER ACADEMY

## Catch-up Premium funding plan strategy 2020-2021

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.

### Who is entitled to Pupil Premium Funding?

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.

### Statement of intent

We at Chellaston Fields Spencer Academy believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and non-disadvantaged backgrounds, now or continue to require additional support in order to ensure they get the best possible outcomes. Therefore, we will use all the resources available to us to help children reach their full potential, including the use of additional continued use of pupil premium grant (PPG).

### How is the funding used?

Guidance states (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) 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 [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

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

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.

### **Chellaston Fields Spencer Academy Catch-up Premium Grant 2020-2021**

Catch up funding is only for pupils from Reception to Year 6 in Primary Schools. Highfields opened in Sept 2020 with Nursery and Reception pupils only, so we are only eligible for the following amount this year:

<b>Funding information</b>	
<b>Academic year</b>	2020-2021
<b>Total number of pupils on roll</b>	83 ( 29 in Reception)
<b>Amount received per pupil</b>	£80
<b>Total received</b>	£6640
<b>Governor lead</b>	Zara Shah

Please note: our catch up training and interventions have started from Spring 2021 and will run till Spring 2022 with a review in Summer and Autumn term 2021. We have had between 45% and 56% of pupils in school during this year's Jan to March lockdown, so support was given to setting up remote learning and supporting pupils during Spring 1.

## How we make decisions at Chellaston Fields Spencer Academy regarding the use of the pupil premium?

### **In making decisions on the use of the premium, we will focus on approaches that:**

- Use evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.
- Are focused on clear short to medium-term goals providing opportunities for pupils to experience success.
- Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Raise aspirations through access to high-quality educational experiences
- Promote pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Ensure children emotional health and well being are supported to the highest levels, enabling them to best access academic learning
- Are for all year groups not just those in key end points
- Are for the more able, not just those falling behind their peers.

## A tiered approach to PPG spending

We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed, short, medium and long term. Spending priorities are as follows (Detailed expenditure plan outlined later in this document):

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

### 1.Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development, impacting on Wave 1 practice at minimum
- CPD to maximise curriculum strategy, depth and delivery (If and where appropriate following developing assessment throughout the year)

### 2.Evidence shows that targeted support has a positive impact and is a key component of effective Catch-up. We spend the Premium on targeted support in the following ways:

- Structured interventions (In and out of the class, but planned for minimising lost curriculum time)
- Small group tuition from our own staff and Academy Angel
- One-to-one support

### 3.Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies such as:

- Behaviour support initiatives e.g. mentors, counselling to enable children to be as emotionally able to learn as possible
- Accessing wider experiences e.g. memorable experiences or residential experiences

## Accountability and reporting

- School leaders must be able to account for how this money is being used to achieve the 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.
- 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 plans to resume routine inspections in January 2021, with the exact timing being kept under review. 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) to ensure the curriculum has a positive impact on all pupils.

#### What are the barriers to our children around their need for catch-up?

The main barriers our children face are around:

- Knowledge of the world, (In particular restricting cultural capital and creative writing)
- Well being/Mental health (Impacting on behaviour, learning and socialising)
- Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing
- Speech and language
- Special Educational Needs

Many of these pose a greater barrier where a child is both disadvantaged and a boy, in particular if they are also Summer born or have a special educational need. Although differences may still remain, **it is clear and evident that without the school taking action to reduce the impact of these barriers, then the gaps would be even wider.**

Therefore at Chellaston Fields Spencer Academy we have chosen to use the allocation for the **the Catch-up Premium**, under the tiered approach outlined above, within the four key areas outlined by the current OFSTED framework, in order to diminish the differences, support attainment and progress. **A further action plan covering prioritised strategies, costs, Targets, Impact measures and planned outcomes is outlined below. This will be reviewed termly by the Principal in order to review the spending and maximise impact.**

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Strategy	Costs	Lead	Targets	Spending in action & planned outcomes	Monitoring & Outcomes
CPD from Jane Considine to improve writing	INSET day for all staff £312 £199 licence	SG/SS	To introduce and embed a structured approach to the teaching of writing	Ongoing CPD sessions for staff to improve teaching of writing. Leadership release time for English leads to develop and refine approach and cascade to whole team. Purchase of resources to support implementation e.g. The Write Stuff book	This impact will be measured by termly attainment outcomes and progress measures, against individual target set in line with prior attainment.  Teachers and Principal will collaborate to review the impact of their work towards this regularly in between the main data capture points.  <b>Outcomes:</b> Quality first teaching and school non-negotiables ensure that pupils learning targets gaps and ensures progress to ARE. Increased stamina in writing and improvements in vocabulary.
Herts for learning reading training to improve teaching of reading fluency	£350 for Reading CPD plus purchase of resources to support	SG	To ensure high quality teaching for fluency and comprehension	Reading lead to map out key texts and purchase to ensure all classes have access to high quality texts that ensure curriculum coverage. CPD led by English lead to develop strategies to effectively teach fluency.	Children reading at least 3 times a week. Reading celebrated in weekly awards. Children reading for pleasure <b>Outcomes</b> Increased number of pupils on track to achieve ARE

					Pupil voice shows positive attitudes to reading
Thrive Practitioner Training to develop whole school approach to supporting social and emotional mental health	£1932	RW	To support the mental health and wellbeing of all children and develop a consistent approach across school	<p>Through a series of sessions, children’s mental health and wellbeing will be supported with a focus on emotional regulation and developing emotional vocabulary and positive attitudes, all of which promote positive learning behaviours which combat affects caused by the Covid 19 lockdown alongside any pre-existing barriers.</p> <p>Changes in pupils attitudes will be celebrated and rewarded regularly with tasks set around these as the school adds to its well being offer. This will dovetail with the school GROW values.</p> <p>Pupils with social and emotional difficulties will be supported through the training sessions for staff and pupils with anxiety/emotional difficulties and will receive enhanced access to support within school.</p>	<p>Regular assessments for key children</p> <p>Attitudes and behaviour for learning discussed weekly in pastoral meetings</p> <p><b>Outcomes:</b></p> <p>Pupils attitudes and emotional resilience will increase, providing a clear increase of those who have future aspirations along with a marked improvement in the learning behaviour of those who struggled previously.</p>
The Reception year early language programme  (NELI)	£1000 for TA to lead this for Reception. This money will be used to cover her SEND support work whilst she is delivering.	DV	To support children with their communication and language	<p>The school has registered for the launch of The Nuffield Early Language Intervention. This is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils.</p> <p>This intervention involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children’s oral</p>	<p>Regular assessments will ensure those targeted pupils are making rapid and sustained progress in this prime area.</p> <p><b>Outcomes:</b></p> <p>Those named pupils targeted, will achieve the GLD.</p>

				language and early literacy skills, on average children could make up to three months of additional progress compared to those who do not access it.	
Reading Scheme Plus	£1345 Reading Plus subscription for Year 4 to give access to high quality texts and targeted reading intervention at home and school	SG	To improve fluency and comprehension and increase range and amounts of texts read in Year 4	<p>The school has signed up for 24 months of use of this platform, based on its success in engaging reluctant pupils, particularly boys, through its engaging game format.</p> <p>Children can access high quality texts and targeted support at home (homework or home learning) or in school as part of an intervention or teaching.</p> <p>Weekly reports automatically emailed to teachers to say who has completed tasks and any particular areas that the children have struggles with and gives pupils instant feedback.</p>	<p>Texts and pupil data from Reading Plus will be used to regularly to ensure pupils are making progress. This in turn will support planning, teaching and assessment, particularly around pupils comprehension and fluency.</p> <p><b>Outcomes:</b> Pupils have a deeper knowledge and understanding of reading comprehension plus wider vocabulary with children using and demonstrating more appropriate vocabulary in achieving their End of term/ End of Year target in reading and writing.</p>
Targetted reading intervention online platform Nessy	Nessy subscription and individual licenses	£360 for 6 individual licenses	To improve decoding and phonetic knowledge for children in year 4 not on track to achieve ARE	<p>Additional targeted intervention 6 boys in Year for not on track to achieve ARE (5 SEND, 2 also disadvantaged).</p> <p>Nessy is an interactive programme that aims to make reading fun through a game approach and help increase motivation and confidence as well as the development of phonics decoding.</p>	<p>Weekly timetable sessions in school. Set as homework.</p> <p>Outcome Improved scores on Reading Plus Children to move up a sub level on internal assessment system</p>
Access to online platforms to	Numbots KS1 & EYFS £113 TT Rockstars KS1 and KS2 £95.97	RT	To improve mathematical fluency	Online platforms to make fluency practice fun and engaging. The competitive element boosts motivation.	<p>Staff aware of resources and assessment tracker available to identify and target gaps</p> <p>Outcomes</p>

improve maths fluency–					In KS1 and EYFS improved Number sense In KS2 70%+ to achieve 80% on multiplication check
Maths CPD for teacher and TA	£662	RT	To improve teaching and support for maths	Improve staff knowledge and understanding of how children learn maths and effective strategies for teaching and learning. Attendance at hub network provides peer support and gives access to high quality training materials to improve mathematical knowledge	Professional discussions, book scrutiny and learning walks to assess quality of teaching and learning

**Plus committed from school budget to ensure development of these areas:**

**Development of outdoor area to increase outdoor learning and physical activity**

**CPD to roll out Thrive to all staff**

**Ongoing CPD for all staff to improve teaching of reading and writing**

**CPD to develop EYFS provision (Greg Bottril)**

**Investment in books and reading environments**

**CPD to improve pedagogical practice through Walk Thrus approach**

**Total Spend: £6640 for 2020-2021 (some of these subscriptions and programmes have only started in Spring 2021 so will continue into Spring 2022).**