

**Chilton Academy
Catch Up Plan – 20/21**

Rationale

In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil. The amount allocated to Chilton Academy based on eligible pupils is £20960

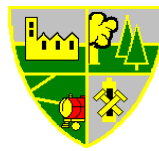
The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch - Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify;

- **The disadvantaged attainment gap widens**
- **Assessment of lost learning is crucial**
- **Targeted support in addition to wider school initiatives are required**
- **Absence rates upon return are crucial**

Effective home learning programmes have been found to mitigate the impact. Chilton Academy provided a standard home learning offer for all pupils. There is an acknowledgement that whilst the take up of remote learning was improving, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and trustees of the impact it has on pupil achievement.

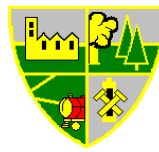


Identified Vulnerable groups for gaps in skills and knowledge upon return in September 2020

Vulnerable group	N	R	Y1	Y2	Y3	Y4	Y5	Y6
None or occasional engagement in Lockdown	NA	64%	65% / 56%	49%	68%	70%	75%	72%
Disadvantaged		6 (15%)	11 (28%)	13 (48%)	16 (38%)	14 (32%)	19 (47%)	18 (46%)
SEND	4	9	10	9	11	10	13	10
Guardianship	1					1		2
SW involvement				1		2	1	5

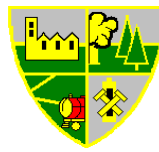
Barriers to Catch Up (attainment and progress)

	Barrier	Desired outcomes / Success Criteria
A	Issues with attendance and punctuality	<p style="color: blue;">All pupils attend in line with all pupils nationally and be punctual for school</p> <p>Attendance % matches or exceeds national</p> <p>Internal records indicate that punctuality is improving</p>
B	Prior low attainment (especially Year 5)	<p style="color: blue;">Pupils who have prior low attainment demonstrate rapid progress</p> <p>% of Pupils with identified low attainment reduced to match/ exceed national</p>
C	Y5 and 6 identified as having a high number of pupils vulnerable to social and emotional issues and special needs	<p style="color: blue;">Y5 and 6 pupils (identified as a high number of vulnerable pupils) respond positively and are well integrated to school life</p> <p>% of Y5 and 6 pupils requiring additional support reduced over the year</p>
D	Year 1 pupils – many still working within ELG	<p style="color: blue;">Y1 at ARE</p> <p>ARE matches/ exceeds national</p> <p>Children in Year 2 achieve the standard in phonics by end of Y2 in line with National</p>
E	Parental Engagement of most vulnerable families	Increased engagement of identified vulnerable families including improved attendance, answering phone calls, attendance at meetings

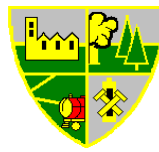


Quality of teaching for all (Quality First Teaching) WAVE 1

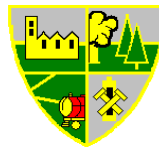
Desired Outcome	Approach	EEF Link	Date	Evidence	How well implemented?	Costing	Staff Lead	Reviewing
All pupils attend school and are punctual	Whole school attendance focus Contact parents as soon as possible and carry out SLT home visits as required	EEF Impact of School Closures 2020	September onwards	Anticipated PA to increase due to parent/pupil anxiety	Class teacher – advise SLT and office of concerns Office to make relevant calls SLT carry out home visits	Within school budget	CD / CS	Weekly initially
All pupils regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day	Character skills and attributes explicitly identified and praised across whole school linked to McKie Mastery Behaviour policy developed	EEF Improving Social and Emotional Learning in Primary Schools	September onwards	All pupils (including those who have attended school during lockdown) have experienced reduced curriculum timings/ lower levels of learning support. Focus and sustained concentration identified as	Staff CPD – McKie Mastery Behaviour policy shared with staff Zone of Regulation training	Within Budget Zones resources purchased through PP	CD / AC SLT	Weekly / half termly as appropriate and required



				issues				
All pupils have sufficient opportunity to access regular basic skills revision and instruction	Revision to timetable of school day - phase adjustments to meet needs specific year groups Other subjects protected in weekly timetable particularly PE PSHCE, Science and theme	EEF Improving Social and Emotional Learning in Primary Schools	September and ongoing	Assumption that all pupils have increased gaps in skills and knowledge due to lack of daily practice Quality reading opportunities identified by school as key deficit area during lockdown.	Effective communication with all staff of whole school expectations	Within budget	CD / AC Phase Leaders and SLT	Review half termly and evaluate
Pupil in Year 5 able to learn rapidly	Additional adult in upper KS2 Well planned groups to maximise impact of teaching		Academic year 2020/21	Meet specific needs and enable this year group to catch up to ARE. Meet emotional and wellbeing needs of year group	Smaller classes history of pupils more settled and focussed on learning due to increased attention	1 x Unqualified teacher	AC	Review termly and evaluate
Gaps in knowledge	Assessment screening		Ongoing throughout	Staff need accurate	Relevant assessment		CD / AC / FB (maths) /	Review termly and

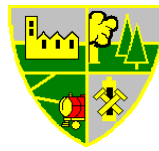


and skills are accurately identified	undertaken in appropriate year groups		teaching cycles to adapt learning and teaching	information around gaps to inform planning and intervention	documentation		SD / VJ (Eng)	evaluate
All pupils rapidly recover Reading skills (including phonics) so they meet or exceed ARE	McKie whole staff training Accelerated reader Timetable amended to maximise impact		Ongoing	Reading identified as key area of vulnerability due to lockdown	Teaching sequence has proven track record of success	Staff training sessions	SLT and key subject leaders	Review half termly and evaluate
All pupils rapidly recover Writing skills so they meet or exceed ARE	McKie whole staff training		Ongoing	Writing identified as key area of vulnerability due to lockdown	Teaching sequence has proven track record of success	Staff training sessions	SLT and key subject leaders	Review half termly and evaluate
All pupils rapidly recover maths skills so they meet or exceed ARE	McKie whole staff training		Ongoing	Maths identified as key area of vulnerability due to lockdown	Teaching sequence has proven track record of success	Staff training sessions	SLT and key subject leaders	Review half termly and evaluate



Targeted support WAVE 2/3

Desired Outcome	Approach	EEF Link	Date	Evidence	How well implemented?	Costing	Staff Lead	Reviewing
Pupils in identified vulnerable groups supported socially and emotionally to ensure good attendance and punctuality	Support from SLT for vulnerable families		September onwards	Identified vulnerable groups are more likely to require additional support to enable them to attend school every day and on time	Proven track record of strategies that work well with local community in overcoming PA	Within school budget	CD / CS / AC / SLT	Weekly initially
Pupils in identified vulnerable groups supported socially and emotionally to ensure they are in an optimum state to learn	Support for KW school counsellor Use of outside agencies as required		September onwards	Identified vulnerable groups are more likely to require additional support to enable them to access learning	Proven track record in restorative approach to support emotional well-being	Budget and PP spending	AC (SENCO)	Weekly initially



EHCP and SEN pupils in years 5 and 6 supported to make good progress and to be well prepared for transitions	Provision for identified pupils – FT unqualified teacher identified to support this provision		September onwards	High numbers of disadvantaged, SEN and LAC/CP in this phase	SLT monitoring – pupil progress in this phase	2 x unqualified teachers FT 2 2/3 of £23766 = 15844 x 2 = 31,688	CD / AC	On going
EHCP and SEN pupils in years 3 and 4 supported to make good progress and to be well prepared for transitions	Provision for identified pupils – FT unqualified teacher identified to support this provision		September onwards	High numbers of disadvantaged, SEN and LAC/CP in this phase	SLT monitoring – pupil progress in this phase		CD / AC	On going

Total Budget Spend = £31,688