

[Ss Peter and Paul RC Primary School](#)

[Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21](#)

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Put simply: schools know their children and their communities best – none are the same and pupils and communities will have been affected in different ways. Leaders know their schools and their children and they know how to help them.

For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a **3-tiered approach***:

A Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

B Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

C Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Total Catch up funding available: £16,000

AREAS/ GAPS IN LEARNING IDENTIFIED THROUGH TEACHER/ FORMAL ASSESSMENT AND PROGRESS MEETINGS

1 Gaps in reading knowledge that have appeared between March and September/ October 2020 - phonics YR-Y3.

2 Gaps in reading knowledge that have appeared between March and September/ October 2020 - comprehension (especially Y6), engagement in reading (particularly KS2 children not accessing Bug Club), book stock lost through lockdown.

3 Poor speech and language skills on entry to nursery and reception - ECAT screening and EYFS baseline.

4 Lack of writing practice has led to poor writing stamina during extended writing pieces- content and the physical process of writing.

5 Poor fine and gross motor skills in nursery and reception.

6 Gaps in maths knowledge that have appeared between March and September/ October 2020- basic number, timestables and the 4 operation skills.

7 Ensure all pupils can access online learning at home.

8 Maintaining a high attendance % for all pupils is a priority.

9 Continue to ensure the emotional wellbeing of pupils remains a high priority.

Area/ Issue	Actions	Intended Outcomes	Planned Cost
<p>Gaps in reading knowledge that have appeared between March and September/October 2020 - phonics YR-Y3.</p>	<p>External and internal training in phonics for staff.</p> <p>Review and invest in phonic resources.</p> <p>Small group/1:1 intervention-specific targets and misconceptions to be addressed.</p> <p>Phonic support accessible for parents through the school website, Google classroom and 'Evidence Me' to ensure correct pronunciation, reinforcement and practice of phonics.</p>	<p>Ongoing phonic and reading assessment show rapid progress and gaps narrowing with a particular focus on SEND and/or disadvantaged pupils.</p>	
<p>Gaps in reading knowledge that have appeared between March and September/October 2020 - comprehension (especially Y6), engagement in reading (particularly KS2 children not accessing Bug Club), book stock lost through lockdown.</p>	<p>Whole class focus on comprehension skills from YN to Y6.</p> <p>Review and invest in new reading resources to engage and excite the children in reading and give the opportunity of reading different genres.</p> <p>Ensure online reading resources are utilised through Google classroom and Bug Club to reinforce expectations with pupils and parents.</p> <p>Gaps addressed through small group and 1:1 intervention.</p>	<p>This will increase the number of physical books which will re engage and develop healthy reading routines and a love of reading.</p> <p>Assessment shows rapid progress and gaps in learning narrowed especially SEND and Disadvantaged pupils.</p>	<p>£ 5000</p>

<p>Poor speech and language skills on entry to nursery and reception - ECAT screening and EYFS baseline.</p>	<p>Language rich environment and curriculum developed across the early years.</p> <p>YN children to access ECAT screening- use to make referrals for Speech and Language and interventions.</p> <p>EY staff attend Nuffield Early Language Intervention training- lead programme in YR.</p> <p>Small group and 1:1 language interventions to be used in YN/R- Talk Boost, BLAST, BLAST 2.</p>	<p>Rapid progress and improved language skills for YN and YR children.</p>	
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<p>Lack of writing practice has led to poor writing stamina during extended writing pieces- content and the physical process of writing.</p>	<p>Develop understanding of grammar, punctuation and spelling used within writing.</p> <p>Opportunities for all children to write for an extended time following quality first teaching and creative hooks to excite pupils.</p> <p>Small group/1:1 interventions led by teachers and teaching assistants to extend vocabulary and develop sentence structure to impact on extended writing.</p>		<p>1:1 tuition-£4530.75</p> <p>Additional TA hours for in class and 1 to 1 support - £5219.25</p>
<p>Poor fine and gross motor skills in nursery and reception.</p>	<p>Extended fine and gross motor skill opportunities on a daily basis.</p> <p>Specific intervention for those pupils who require increased support.</p>	<p>Gross motor skills developed which impacts on fine motor skills- leading to improved mark making and writing skills.</p>	

<p>Gaps in maths knowledge that have appeared between March and September/October 2020- basic number, timestables and the 4 operation skills.</p>	<p>Quality first teaching using the mastery approach and White Rose to continue across school.</p> <p>Targeted small group/1:1 maths intervention to improve basic maths skills.</p> <p>Same day intervention to embed learning.</p> <p>Engage parents in supporting practice of times table knowledge.</p>	<p>Rapid increase in pupil's understanding of basic skills to be used when reasoning in mathematics.</p>	<p>1:1 tuition - £4530.75</p> <p>Additional TA hours for in class and 1 to 1 support - £5219.25</p>
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<p>Further develop TA skills - support in class, same day intervention, small group and 1:1 tuition.</p>	<p>Training organised by Judy Waddle- training day and sessions throughout Autumn 2 to develop skills in leading learning.</p>	<p>Staff share good practice, ideas and resources.</p> <p>All staff, including teachers, have clarity on intervention resources across school and support ideas.</p> <p>TA support used most effectively across school.</p> <p>Interventions and resources impact on learning of the children- ensure rapid progress and embedded learning.</p>	<p>£750</p>
<p>Ensure all pupils can access online learning at home.</p>	<p>Remote learning policy put in place.</p> <p>Access to devices for vulnerable pupils.</p> <p>Work with Mike Hamilton/ LA to ensure devices are available for children who meet government criteria.</p>	<p>All pupils access remote learning including during isolation periods.</p>	
<p>Maintaining a high attendance % for all pupils is a priority.</p>	<p>Daily monitoring of attendance and same day phone calls by inclusion lead.</p>	<p>High % attendance to ensure pupils' learning gaps are narrowed.</p>	

<p>Continue to ensure the emotional wellbeing of pupils remains a high priority.</p>	<p>Daily PSHE activities in class.</p> <p>Small group and 1:1 support offered by PW, DC and class TAs as appropriate- Time to Talk, Counselling, Rainbows, Lego Therapy, Kidsafe, Healthy Minds</p>	<p>Children feel happy and safe- impacts on their engagement and progress they make in their learning.</p>	
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