

St Joseph's Roman Catholic 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: £9570.00

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)	
Issue	How identified
1. Gaps in reading knowledge that have appeared between March and July 2020 in particular phonics	Teacher and formal assessments
2. Gaps in reading knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1), in particular comprehension skills.	Teacher and formal assessments
3. Poor stamina for writing, in particular during English longer writing activities	Initial writing assessments
4. Poor speech and language skills on entry to Nursery and Reception	Initial EYFS baselines
5. Poor fine motor skills on entry to Nursery and Reception	Initial EYFS baselines
6. Gaps in maths knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1), in particular basic understanding of operations	Initial maths assessments Formal Maths Assessments
7. Ensuring all pupils can access online learning at home	Remote learning survey
8. Maintaining a high attendance % for all pupils is a priority	Weekly attendance analysis
9. Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period	Parental engagement
10. The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful, particularly in regard to interventions with SEND and disadvantaged pupils	Teacher and formal assessments

**** Not all issues will be addressed through the Catch-Up premium strategy and will be included within the School Development Plan 2020-21**

Action	Issue(s) addressed	Tier *	Intended outcome	Time scale	Planned Cost
<ul style="list-style-type: none"> To support the quality first teaching taking place in classes, TA to support the teaching of small group work 1:1 tuition to narrow the gaps. 	1 2 6	A, B, C	Individual and small group tuition will narrow the gap in reading, phonics and maths fluency which will be measurable through ongoing assessments	October 2020	£1198.00
Impact:					
<ul style="list-style-type: none"> Placement of Durham University Students to support EYFS and Year 2. Small group work focusing on phonics. 	1 2	A B	Individual/small group intervention will narrow the gap in reading, maths and phonics	From Oct 2020	N/A
<ul style="list-style-type: none"> Reading lead to assess Reception, Year 1, Year 2 and support phonics intervention across the school including Year 3 TA training Purchase of resources 	2	A B	Expect rapid progress in phonic development, especially Pupil Premium, SEND. Monitor through pupil progress meetings, ½ termly data Year 1/Year 2 phonics screening check	October 2020	£190.00
Impact:					
<ul style="list-style-type: none"> In order to support the small group and individual work in maths, maths lead to purchase CGP workbooks for use in small group interventions. 	6	B	Individual and small group tuition will plug the gaps in basic maths skills measurable through baseline and ongoing summative assessments.	November 2020	£400.00

Impact:					
<ul style="list-style-type: none"> To support the phonics programme, including for those struggling in KS2, a range of accessible reading books must be purchased. These will be used to support intervention as well as improve the desire to read by pupils. Alongside this, English lead to purchase online reading resources to for use in both future lockdown periods through remote learning and for all pupils to access to extend and consolidate reading skills 	1 2	C	Extensive range of reading resources are available for all pupils to access (at their level), improve overall reading abilities and develop further the love of reading.	October 2020	£1154.00
	1 2	A B			
Impact:					
<ul style="list-style-type: none"> To support those pupils who have anxieties and worries during COVID. School Counsellor employed to work in school for ½ day per week targeted at the pupils who require support. 	9	C	Pupils who are anxious, worried etc or have suffered during lockdown receive appropriate intervention and support	November 2020	£1500.00
Impact:					

<ul style="list-style-type: none">To create a bank of IT resources which can be loaned to pupils who have to self isolate due to COVID	7	C	Purchase tablets which can be loaned to those pupils who require one. Create an effective online learning platform – Google Classroom.	From October 2020	£5128.00
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Impact: