



Covid-19 Catch-up Premium and Curriculum Expectations

November 2020
(Expenditure will be reviewed constantly)

Learning at Stivichall is a passport for life

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. 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:

1. 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.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. 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.
4. 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:

1 Teaching

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

2 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)

3 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
- Ofsted will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding

SUMMARY INFORMATION

Total number of pupils:	527	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£42,160		

STRATEGY STATEMENT

Whole school catch-up at Stivichall is:

- Working through well sequenced, purposeful learning schemes.
- Focus on consolidation of basic skills.
- Additional lesson time on core teaching.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- Assessment of learning and of basic skills to identify gaps.
- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

Targeted catch-up at Stivichall is:

- **Additional support and focus on basic core skills.** Some children may now need extra support with speech and language, phonics, reading, numeracy and writing. Children will be identified through ongoing assessment and these interventions will be supported by additional staffing and utilising the catch up premium. Timetables will be flexible to allow this.
- **SEMH support.** Supported by additional staffing utilising catch up premium, some children, dependent on need, will access counselling and other targeted SEMH interventions
- **Targeted small group tutoring.** Students will be identified via data analysis and reviews with SENCO and phase leads. These children will receive 15 hours of targeted tutoring in either English or Maths based on specific individualised targets.

Issues identified from September 2020 as barriers to learning

Gaps in curriculum knowledge due to inconsistencies in home learning experiences for children

Gaps in attainment due to: inconsistencies in home learning experiences for children; reduced opportunities to practice and develop key skills; inconsistencies in access to remote learning

Regression of learning behaviours due to not being in school environment

Reduction in Literacy and numeracy skills due to inconsistencies in access to books, daily reading/practice opportunities

Gaps in attainment for SEND children due to inconsistencies in access to remote learning; lack of access to usual level of support; reduced interventions for specific learning difficulties

SEMH needs arising from the pandemic and the effects of lockdown

Transition needs of children returning to school following extended period away

Covid-safe timetabling restraints on delivery of high quality teaching and broad curriculum

Identification of need and ability levels in new Reception cohort with a lack of information from nurseries due to lockdown

Increased waiting lists for external service support due to pandemic

Preparing for further home learning needs due to potential second lockdown and children who are require to quarantine/isolate

Staffing issues due to staff who are required to quarantine/isolate

Maintaining high attendance for all children

Increased safeguarding concerns during and following the lockdown period

TEACHING AND WHOLE SCHOOL STRATEGIES

Action	Staff Lead	Intended impact	Cost
Schemes of work adapted to focus on missed objectives and consolidating the basics.	Phase leads	Gaps in pupil learning are identified and addressed	School Budget
All children followed an English/wellbeing transition scheme of work.	English Leads	To support pupil SEMH, wellbeing and transition back to school	School Budget
Dissemination of recovery curriculum resources from Coventry LA and Jigsaw	PSHE leads Inclusion Lead	To support pupil SEMH, wellbeing and transition back to school	School Budget
Focus on consolidation of basic skills.	Phase leads and class teachers	Pupils will consolidate their abilities in handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.	School Budget
Focus on speech, language and communication skills, particularly of the new reception intake. Wellcom screening and in-class support to ascertain levels of need and ensure effective provision	Inclusion Lead EYFS team SALT TA	Pupils' speech and language needs will be accurately identified and effective plans to support progress put in place	School budget
Additional lesson time on core teaching areas - particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught in blocked sequences rather than weekly lessons.	Phase leads	Gaps in pupil learning will be addressed and pupil attainment will increase.	School Budget
Focus on early reading and phonics. Daily sessions in EYFS and KS1.	Phase leads and class teachers	Gaps in literacy and phonics will be addresses and age related expectations met.	School Budget
Assessment of learning and of basic skills to identify gaps. Teachers to identify gaps in learning and adapt teaching accordingly. Gap analysis tools to be used to support early identification of learning needs. The school SENCO will liaise regularly with staff regarding any concerns.	Class teachers Inclusion Lead	Accurate identification of need to support effective planning and intervention.	School Budget + costs of additional assessment tools TBC

TEACHING AND WHOLE SCHOOL STRATEGIES

Time dedicated to social, emotional and mental health and wellbeing. Pupils to explore emotions and coping strategies.	Wellbeing leads Inclusion Lead	Increased pupil wellbeing and therefore ability to engage with the curriculum and make progress.	£300 – purchase of emotional literacy books
IT support for staff in developing Remote Education	Headteacher	increased confidence and capacity in providing remote education	£355.00 per week x 8 =£2840
		Total	£3140

TARGETED STRATEGIES

Action	Staff lead	Intended impact	cost
1:1 support for vulnerable SEND pupil (non-EHCP) Autumn	Inclusion Lead	The pupil will be able to settle into school, engage with lessons, regulate his behavior without disrupting the learning and transition of other children.	£485.00 weekly x 15 =£7275
1:1 for flexi-school pupil Autumn	Inclusion Lead	The SEMH of the individual pupil will be managed and supported. The pupil will move towards increased independence in school and will transition in independently.	£167.00 per week x 15 =£2505
Staff development to support Downs Syndrome Pupils	Inclusion Lead	Increased staff confidence and ability in managing and supporting children with DS, especially given the expected regression in learning behaviors.	Downs Syndrome Training - £125.00 + follow up support in school £500.00 TOTAL £625
Individual and small group tutoring via the National Tutoring Programme for the spring term	Inclusion Lead	Address the gaps in learning for the most vulnerable and disadvantaged children	25 x small group 15 week sessions 6 x 1:1 15 week sessions £6000

TEACHING AND WHOLE SCHOOL STRATEGIES

Individual and small group tutoring via the National Tutoring Programme for the summer term	Inclusion Lead	Address the gaps in learning for the most vulnerable and disadvantaged children	25 x small group 15 week sessions 6 x 1:1 15 week sessions £6000
Weekly counselling sessions for identified children	Wellbeing Lead	To support the SEMH of children post lockdown and increase ability to engage with the curriculum.	£120.00 per week x £2280
Purchase of specialist equipment to support children with SEN	Inclusion lead	To support movement seeking children to access their learning in class.	Standing desks - £900.00
Site visits and support for flexi school request Autumn term	Headteacher Inclusion Lead	Reengagement of child with school. Mental health and wellbeing supported.	£660
Targeted TA/T interventions for identified children to address gaps in learning which could not be met by whole-class provision. These children will be identified in the Autumn term using the initial assessment point.	Phase leads	Children who need small group support to close gaps in learning will be identified and supported effectively.	To be determined and monitored following autumn assessment point. Costs may include cover to release TAs/Ts to provide interventions.
Purchase of dyslexia friendly reading books to support learners	Inclusion Lead English Lead	Children with dyslexic tendencies will be able to access engaging and diverse texts and will make progress against their reading targets.	TBC
Targeted interventions by class teachers to address gaps in learning and basic skills in the new reception cohort.	EYFS Lead	Children will make progress towards the EYFS curriculum and gaps in learning will be addressed and met.	8 x half day cover = £120 x 8 = £960
		Total	£27,205