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### Covid-19 catch-up premium and curriculum expectations

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

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- 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	Total catch up premium spent	£42,160 (+£112)

STRATEGY STATEMENT
<p><b>Whole school catch-up at Stivichall is:</b></p> <ul style="list-style-type: none"> <li>• Working through well sequenced, purposeful learning schemes.</li> <li>• Focus on consolidation of basic skills.</li> <li>• Additional lesson time on core teaching.</li> <li>• 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.</li> <li>• Assessment of learning and of basic skills to identify gaps.</li> <li>• 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.</li> </ul> <p><b>Targeted catch-up at Stivichall is:</b></p> <ul style="list-style-type: none"> <li>• <b>Additional support and focus on basic core skills.</b> 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.</li> <li>• <b>SEMH support.</b> Supported by additional staffing utilising catch up premium, some children, dependent on need, will access counselling and other targeted SEMH interventions</li> <li>• <b>Targeted small group tutoring.</b> 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.</li> </ul>

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

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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 required 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

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TEACHING AND WHOLE SCHOOL STRATEGIES			
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
<b>Providing staff with new and up to date laptops</b>	Head teacher SBM	<b>To ensure high quality home learning is available. To support staff in accessing covid-safe online meetings</b>	<b>School budget 18 teacher laptops (£4680)</b>
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 £90 ELSA support intervention resources Total: £390
Electronic library of books to support remote education across the school	English leads	A love of reading and access to a comprehensive library of high-quality texts will be maintained	£1000
Whole school subscription to Number Sense Maths	Inclusion Lead	Support pupils with gaps in Mathematical understanding to	£260
Whole school subscription to School Cloud to support remote education	SBM Headteacher	Safe online delivery of statutory parents evenings in the Autumn term	£680
Enhanced whole school subscription to Parentmail forms to support effective communication	SBM Headteacher	Enhanced access to online package to support effective communications and reduce risk of transmission through contact between home and school	£630
		<b>Total</b>	<b>£7640</b>

TARGETED STRATEGIES			
Action	Staff lead	Intended impact	cost

TARGETED STRATEGIES			
Providing staff with a webcam to support remote education	Headteacher SBM	Support engagement of children working remotely through access to live lessons to be streamed from classroom	20 x webcams £40= £810
Pupil headphones to support online learning and	Headteacher Phase Leaders	Pupils will be able to engage with online lessons and interventions delivered remotely as needed	£386
1:1 support for vulnerable SEND pupils (non-EHCP) Autumn	Inclusion Lead	Pupils will be able to settle into school, engage with lessons, regulate their behavior without disrupting the learning and transition of other children.	Approx. £465.00 weekly x 19 Total: £8840
Staff development to support Downs Syndrome Pupils with return to school	Inclusion Lead	Increased staff confidence and ability in managing and supporting children with DS, especially given the expected regression in learning behaviors.	Downs Syndrome support in school £560
Individual and small group tutoring via the National Tutoring Programme for the spring term (postponed until summer term)	Inclusion Lead	Address the gaps in learning for the most vulnerable and disadvantaged children	25 x small group 15 weekly sessions 6 x 1:1 x15 weeks Total: £6000
Individual and small group tutoring via the National Tutoring Programme for the summer term (postponed until autumn term <u>TBC following evaluation of summer term provision</u> )	Inclusion Lead	Address the gaps in learning for the most vulnerable and disadvantaged children	25 x small group 15 weekly sessions 6 x 1:1 x15 weeks Total: £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.	£200.00 x 15 weeks = £3000
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.	Costs may include cover to release TAs/Ts to provide interventions. £2000 – Reception
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. KS2 and KS1 sets.	The Book Service Ltd £1000

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TARGETED STRATEGIES			
Development of Rainbow Room as study space for targeted interventions	Headteacher Digital Apprentice	To ensure pupils receiving support through the National Tutoring Programme and School Counsellor have a secure and suitable workspace	£575
Inclusion Lead time to identify children with new and emerging SEN, action initial concern forms, make relevant external agency referrals and coordinate EHC requests and My Support Plans as appropriate. 1 day per week for 6 weeks Spring term.	Inclusion Lead	To support children whose Special educational needs were not able to be fully met due to the lockdown. New, emerging and increased needs will be identified and addressed as appropriate, ensuring children are making progress according to their bespoke targets.	£200 x 15 days = £3,000
Assessment of learning and of basic skills to identify gaps in Reading and Spelling using NGRT. Teachers to identify gaps in learning and adapt teaching accordingly.	English Leads	Gaps in Reading and spelling will be identified and addressed.	Tests from GL assessment: £1993
Speech Link annual subscription to support pupils with speech, language and communication needs.	Inclusion Lead and SLC Lead	Speech, Language and communication needs supported and gaps closed	£468
		Total	£34632

Overall total	£42, 272
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