



COVID 19 Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	597	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£47,760		

Overview

We recognise that the majority of children will have lost learning and will need to be taught a curriculum that enables them to practice skills they have not used for a long period of time; catch up on skills and expectations from their previous year group whilst also experiencing new learning from their current year group. Taking this into consideration we have decided to adapt the school curriculum as the children begin to get used to attending school; working in a classroom environment; reconnecting with the staff and their friends whilst also getting ready to learn. Adults and children have had varying experiences of lockdown and we feel it is the right approach to initially have a strong focus on well-being.

Our Recovery Curriculum has been split into three phases

Phase 1

This will last for a minimum of **three weeks** concentrating on reconnecting and re-engaging with school. Social, emotional and mental well-being will be a main focus of this phase. Children will also complete daily Maths and English activities, providing them with opportunities to practice and use prior knowledge and skills from previous years. As well as this, children will have daily opportunities to read and practice their phonics, spelling and handwriting as well as a daily physical activity session.

Phase 2

During this phase, children will once again be being taught daily formal Maths and English lessons. The teachers within this phase will identify gaps from the previous year group whilst also teaching appropriate new learning from the current year's curriculum. During the afternoon sessions we will still be focussing on well-being.

Within this stage we will also be identifying children who may benefit from a Reading intervention as this is a key gateway skill which facilitates improved learning in all other subjects and a positive emotional well-being. As this phase progresses, additional curriculum areas will be introduced to the children. Some of the learning within these will be taken from the previous year group expectations where appropriate. By the end of the Autumn Term we aim to have a full curriculum offer for all children.

Phase 3

Phase 3 will be typified by children being exclusively taught the curriculum for their current year group. For example, Year 5 will be solely being taught the Year 5 curriculum without the need for the previous year group's expectations, skills or knowledge to be taught. We anticipate Phase 3 to begin September 2021.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Very high percentage of pupils have EAL impacting of pupils' ability to read fluently and access texts at an age appropriate level
B	Pupils have lower than average levels of oracy impacting on pupils' ability to read fluently and access texts at an age appropriate level

ADDITIONAL BARRIERS

External barriers:

C	The vast majority of parents are EAL and many are not fluent in their home language.
D	Lack of access to high quality texts outside school.
E	Lack of access to good reading role models outside school.

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	When will you review this?	Cost
Introduce and implement a Recovery Curriculum in September to support children's social and emotional well being on return to school.	To provide children with the skills, environment and confidence to re-engage with their learning	Provide children with the requisite skills and knowledge in an environment to help them to readjust to being back at school and complete in class learning. EEF toolkit Social and Emotional Learning provides +4 months' progress.	DHT	Dec 2021	£0 this support is allocated within the budget

<p>All staff to be secure in their understanding of planning and delivering phonics from Nurs-Y6</p>	<p>All pupils needing phonic knowledge will have accelerated progress towards their aspirational target.</p> <p>Pupils in Y1&2 passing the phonic screen will be in with national expectations.</p>	<p>EEF toolkit Phonics teaching provides +4 months' progress.</p>	<p>Reading Leads</p>	<p>July 2021</p>	<p>£0 this staffing support is allocated within the budget</p>
<p>All staff to be secure in their understanding of planning and delivering reading from Nurs-Y6 specifically in addressing gaps in learning from previous years and focusing on securing fluency.</p>	<p>All pupils will make appropriate progress towards their aspirational target.</p>	<p>EEF toolkit – Reading comprehension strategies provide +6 months' progress.</p>	<p>Reading Leads</p>	<p>July 2021</p>	<p>£0 this staffing support is allocated within the budget</p>
<p>All staff to be secure in their understanding of planning and delivering writing from Nurs-Y6 specifically in addressing gaps in learning from previous years and using bespoke shorter length units of teaching to build on prior knowledge</p>	<p>All pupils will make appropriate progress towards their aspirational target.</p>	<p>To ensure that children are able to access future Age-Related Curriculum through ensuring that gaps from the previous year are filled.</p>	<p>Writing Leads</p>	<p>July 2021</p>	<p>£0 this staffing support is allocated within the budget</p>

All staff to be secure in their understanding of planning and delivering maths from Nurs-Y6 specifically in addressing gaps in learning from previous years and small steps in progression	All pupils will make appropriate progress towards their aspirational target.	To ensure that children are able to access future Age-Related Curriculum through ensuring that gaps from the previous year are filled.	Maths Leads	July 2021	£0 this staffing support is allocated within the budget
Total budgeted cost:					£0
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	Staff lead	When will you review this?	Cost
All pupils reading fluency and comprehension assessed to identify level post lockdown.	To identify pupils who have made insufficient progress or regressed during lockdown and put in place appropriate support	EEF toolkit – Reading comprehension strategies provide +6 months' progress.	Reading Leads	After each assessment cycle	£0 this staffing support is allocated within the budget
To provide intensive high impact intervention for small groups (max: 1:4) for all children at risk of not making expected progress. Provided by in-house staff trained specifically to meet the reading needs of the children they are working with. (x5 TAs)	All identified pupils make accelerated progress towards their aspirational targets	EEF toolkit Phonics teaching provides +4 months' progress. EEF toolkit – Reading comprehension strategies provide +5 months' progress EEF toolkit – One to one Tuition strategies provide +6 months' progress EEF toolkit – Small Group Tuition strategies provide +4 months' progress	Reading Leads	Autumn 2, Spring 2, Summer 2	£47,760
Total budgeted cost:					£47,760