



Covid19 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. 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.

The Department for Education 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:

Catch-up Premium Strategy Statement – Severne Primary School

Summary information					
School	Severne Primary School				
Academic Years	2020/2021	Allocated funding (Catch-up)	£30,880		
Total number of pupils	386	Number of pupils eligible for PP	234 (61%)	Statement authorised by	S McMahon

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Year 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 - 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds	EEF (Education Endowment Foundation) Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>School have the flexibility to spend their funding in the best way for their cohort and circumstances this included spending the catch-up premium on contingency planning for remote learning, for example purchases additional devices or text books.</p>	<p>The EEF advises the following:</p> <p>Teaching and Whole School Approaches</p> <ul style="list-style-type: none"> • High-quality teaching for all • Effective diagnostic assessment • Supporting remote learning, focusing on professional development • Transition support

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [Coronavirus \(COVID-19\) support guide for schools](#) with evidence based approaches to catch up for all pupils. Schools should use this document to help them direct their additional funding in the most effective way.

- Extended school time

Targeted academic support

- High-quality one to one and small group tuition
- Intervention programmes
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

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
- Access to technology
- Summer support

Identified Impact of Lockdown

Maths

Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys. Children still have an appetite for Maths and they are keen to learn. After an initial, settling period we could see that lockdown had not affected their attitude towards learning however some do understandably have gaps. Confidence and knowledge in Maths seems to have been more greatly affected than areas of English for some pupils. Recall of basic skills has been affected, some children are not able to recall addition facts, times tables and have forgotten calculation or Maths strategies, particularly with problem solving activities. This is reflected in their approach and resilience in lessons. This has been reflected in baseline assessments.

Reading

Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide. The bottom 20% of

	readers have been disproportionately affected. Phonics needs to be an area of focus in Years R to 4, although gaps vary and some pupils have been affected more than others. In the EYFS basic skills in listening and Phase 1 and 2 Letters and Sounds have been affected by a long gap in pre-school experience. Lower ability pupils in Upper KS2 have not been able to retain their phonic knowledge.
Writing	Most pupils haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and Writing GPS knowledge. There are gaps in specific areas, these seem to be pertinent to individual children in the higher year groups, whilst with years 1-3 there is a general trend of poor composition and ability to write sustained pieces. Motor skills for writing have been affected and handwriting for a number has reverted to print. This is improving with high expectations of presentation in the classroom. Speaking – A high percentage of pupils have not spoken English for 6 months.
Foundation	There are gaps in knowledge – pupils have had access to a range of topic areas and the full curriculum coverage was available to them throughout lockdown, however, because these have not been taught in the classrooms and they have not received the 1:1 or group support of their teacher or TA, children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on curriculum experiences e.g. trips, visitors and meaningful experiences in the classroom

3. Teaching and Whole School Strategies				
The plan below outlines how the use of Catch-Up funding improves classroom pedagogy, provides targeted support and supports whole school strategies.				
<i>Desired Outcome</i>	<i>Chosen approach and anticipated cost</i>	<i>Impact – (once Reviewed) Success Criteria</i>	<i>Staff Lead</i>	<i>Date</i>
Supporting great teaching: Expert teachers develop teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact on learning.	All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	First quality teaching – quality differentiated and ongoing assessment closes gaps in pupils learning.	SMcM	July21

<p>Resources and manipulatives are accessed regularly in Maths/other subjects and this supports provision and pupil understanding.</p> <p>To develop questioning in all subjects across the school. Following a learning walk from the SIP, introduce Rosenshine Principles of learning across the school.</p>	<p>Purchase additional class sets of books and additional manipulatives as resources across EYFS, KS1, and KS2</p> <p>Training to be delivered by Ms T Bunn from Services for Education; the focus will be on questioning and thinking and understanding.</p>	<p>Quality texts with diversity or which feed into the year group topics purchased and used within the classroom.</p> <p>Improved questioning of pupils, developing their thinking and understanding identified in monitoring of all subjects.</p>		
<p>Teaching Assessment and Feedback</p> <p>Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom</p>	<p>Assessment baseline screening undertaken in all year groups in Aut1/Spr1 upon full re-opening; phonics, spelling, handwriting, common exception words (reading and spelling) multiplication tables.</p> <p>Staff to use Audit continuums - composition, phonics, punctuation and grammar, reading, spelling, four operations and place value.</p>	<p>Staff have accurate information around the pupils' gaps in order to plan effectively.</p>	SMcM	July21

<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms giving a greater degree in confidence and accuracy of assessments.</p>	<p>This information is to be used to inform Classroom Monitor and identify the gaps in learning that need to be addressed.</p> <p>Purchase and implement the NFER National Test-style Standardised Assessments. Complete termly tests and record assessments to identify gaps to track performance in Reading.</p>	<p>QLA produced for each cohort to inform planning and aid accelerated learning.</p>		<p>Sum 2 2021</p>
<p>Transition Support</p> <p>Children who are joining school from different settings or who are beginning their schooling at Severne Primary School have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Children throughout the school who are identified as vulnerable.</p>	<p>A welcome message is sent to all new Reception/Nursery starters made by their school teacher and the prospectus emailed to parents. Children to be invited into to school to meet their new teacher.</p> <p>Children identified by the previous class teacher to be invited into school to meet their new teacher and go to their new classroom.</p>	<p>All parents have been contacted and given time to ask relevant questions to ensure that the children are confident when coming to school.</p> <p>Children will be confident in the expectations of attending Secondary school.</p>		<p>Sum2 2021</p>

Support the outgoing Year 6 in transitioning to secondary schools.	Specific scheme of work relating to transition to secondary school to be taught through PSHE. The PSHE Association has resources to accommodate this.			
<p>Supporting remote learning, focusing on professional development</p> <p>Staff are able to provide quality online and blended learning opportunities to children who are unable to attend school.</p> <p>To match units of work from The Oak Academy to that of our existing curriculum.</p>	<p>Training on BGFL365 will be provided in order to support staff in the delivery of remote learning. Headphones to be purchased for staff to enable them to make voice overs of their screen. "How to" sheets were produced for Staff, parents and children</p> <p>Subject leaders to input the units of work which match our current overview to enable staff to access this resource effectively.</p>	<p>Staff to be able to use the BGFL system effectively to deliver a remote curriculum.</p> <p>Units of work identified and use by members of staff to deliver a remote curriculum.</p>	SMcM	Aut1 2020
<p>Extended School Time</p> <p>The children will receive additional teaching during the day.</p>	<p>The children will have a staggered start to the school day. The school will open at 8.30am and close at 3.05pm. Additional teaching time will focus on key areas of learning for the different classes as identified by the baseline assessments. There will be a heavy bias towards reading.</p>	<p>There will be accelerated progress in those identified areas of learning.</p>	SMcM	Aut1 2020

4. Targeted Academic Support				
<i>Desired Outcome</i>	<i>Activity/Approach</i>	<i>Success Criteria</i>		<i>Date</i>
Use the information from the baseline to create 3 teaching groups for each year group with in KS2.	There will be the following groups identified within Yrs. 3, 4 and 5: GDS, WTS/EXS. In Yr. 6 the following groupings will apply GDS. EXS, WTS/SEND. There will be 2 adults in each teaching group.	Learning will be targeted at the children's ability and enable to teacher to ensure that the children make progress at a more accelerated pace.	SMcM	Aut1 2020
To provide support for emotional wellbeing and mental health of the children.	Additional hours offered to Nurture Room staff to provide additional support either in small groups or 1:1	Evidence within the Boxall profiles will demonstrate an improvement in emotional wellbeing.		Feb 2021
<p>Pupils in Years 1-3 improve their phonics ability through small group provision</p> <p>Pupils in Year R – 1 to make accelerated progress in their speech and language skills.</p>	<p>Identified children from baseline to be given additional phonics tuition during the school day.</p> <p>Identified children targeted throughout the school day using NELI and Talk boost strategies. These children will be taught by specialist trained staff in these strategies.</p>	Children will have made accelerated progress in phonics and speaking and listening.		Sum1 2021

5. Wider strategies				
Measure	Activity/Approach	Success Criteria		Date
<p>Supporting Parents and Carers Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Clear guidance is created and distributed to both pupils, emailed to parents/carers and placed upon the website to enable a clear understanding as to how BGFL 365 functions.</p>	<p>Tasks where appropriate are heavily scaffolded to support children to work independently. Videos/voice over recordings are used where appropriate. Annotated worksheets which will give guidance for children to complete. Comprehensions and maths activities with examples to support. Writing activities may include opening sentences, scaffolding sheets and a model to guide and support the children. Commercially available websites, supporting the teaching of specific subjects. Children are able to rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Clear documentation produced by HJ and SMC</p>	<p>Children will be able to work independently and access the remote learning successfully.</p> <p>Documentation produced and parents/carers are able to access the children's home-learning.</p>		Aut1 2020
<p>Access to Technology Children will have greater opportunities to access learning at home via school loaned laptops.</p>	<p>Allocation of laptops requested from DFE. Creation of AUP and Parent/Pupil Agreements.</p> <p>Data and Data acquired and allocated to families.</p>	<p>Children have completed their remote learning and have accessed all of the resources available.</p>		Aut1 2020

<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Pupils in identified vulnerable groups supported socially and emotionally to ensure good attendance and punctuality.</p>	<p>Pastoral Manager to engage with parents on the day of absence and to engage with those parents who are struggling to get their children into school on time.</p>	<p>Attendance and punctuality to improve.</p>		<p>Ongoing from Sept 2020</p>
<p>Pupils identified as requiring additional emotional wellbeing 1:1 support</p>	<p>Emotional well-being support to follow a bespoke programme through nurture team interventions and though supporting and monitoring vulnerable pupils as identified following lockdown. The use of Boxall profiles to support the delivery of the bespoke programmes of support.</p> <p>Additional Lunch Time Supervisors employed on casual contracts in order to provide support over lunchtime for key pupils, for whom this time period can present as challenging.</p>	<p>Children will be supported in school and become more confident as monitored via Boxall profiles.</p>		<p>Ongoing from Sept 2020</p>
<p>Increased access from external bodies for SEND provision support.</p>	<p>Increased access, through purchase of additional hours, to Pupil School and Support external package to provide additional support and guidance to the school in terms of SEND provision.</p>	<p>The identified children make appropriate progress according to their need.</p>		<p>Spring 2021 (following Lockdown#3)</p>
<p>Pupils in school are able to access expert provision for physical education.</p> <p>Pupils at home are able to access online expert provision for physical education.</p> <p>Staff are able to continue planning collaboratively and remotely.</p>	<p>Sports Coaches provide expert sports sessions for a number of mornings/afternoons each week for every year group bubble in school.</p>	<p>Lockdown has been disruptive to the amount and type of activity undertaken by children</p>		<p>From Jan 2021 for period spanning Lockdown#3)</p>
			<p>Projected Spending</p>	<p>£30,880</p>

6. Monitoring of Impact

<i>Area</i>	
Teaching	
Targeted Support	
Wider Strategies	