



SHANKLEA PRIMARY SCHOOL

Covid-19 Catch-up plan

Policy Control Details			
Date policy approved:	September 2020		
Prepared by:	H Brown	Signature	Date
Approved for issue by:	G Pearson	Signature	Date

SHANKLEA PRIMARY SCHOOL: Covid-19 Catch-up Plan

Covid Curriculum 'Catch Up' Plan Supporting School Improvement Planning 2020-2021

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The aggregate impact of lost time in education is substantial. The team at Shanklea Primary School has the professional knowledge and expertise to ensure that our children recover and get back on track. Returning to normal educational routines as quickly as possible is critical.

Universal catch-up premium funding is available, with the school's allocation calculated on a per pupil basis, providing a total of £80 for each pupil in years Reception through to Year 6 (£25,760). As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant is only available for the 2020 to 2021 academic year. It will not be added to the school's baseline in calculating future years' funding allocations.

Our school is required to use the funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year

(<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak-for-full-opening-schoolssection-3-curriculum-behaviour-and-pastoral-support>).

Our school has the flexibility to spend their funding in the best way for our cohort and circumstances.

To support schools to make the best use of funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence based approaches to catch up for all students. This document should help direct our additional funding in the most effective way. This includes small group or one to one tuition or extra teaching capacity from September 2020.

Some pupils have lost more learning time than others during coronavirus and have fallen more behind than the rest. Here are our guiding principles for helping those children who have significant gaps in their knowledge when they return to school and how to fill those gaps quickly. While many children have some gaps, most pupils should get back on track after a few weeks consolidation. Some disadvantaged pupils may face specific challenges and we will outline how best to support them.

1) Boosting pupil and teacher wellbeing

We will:

Develop and embed the ethos and values of 'Shanklea Community' through whole school projects such as the 'Here We Are' CLPE transition unit by Oliver Jeffers and Colour Monster books for support.

The Wellbeing for Education Return programme should support school staff to respond to the additional pressures some children and young people may be feeling as a direct result of the pandemic, as well as to any emotional response they or their teachers are experiencing from bereavement, stress, trauma or anxiety over the past months. This training should help support pupil and student wellbeing, resilience and recovery in the context of Covid and to prevent longer term mental health problems developing, as well as helping to manage and support those who have pre-existing difficulties that may have been exacerbated by coronavirus.

2) Target all learners

We will:

Ensure that we remove all barriers to learning and participation, provide an education that is relevant and appropriate to pupils' needs and which promotes high standards and the fulfilment of potential for all pupils. In consultation with teachers, designated safeguarding leaders (DSLs), special educational needs co-ordinators (SENDCO) and the pastoral team, we will look for pupils who:

- most likely have the biggest gaps in Speech and Language, due to medical needs
- Have missed a lot of work due to medical needs or have not been engaging with or accessing remote learning.
- Don't have access to the technology needed, or whose home lives make home learning difficult.
- Are vulnerable or have EHC PLANS, so learning from home may have been challenging.
- Have experienced difficult family circumstances, such as bereavement, that may have got in the way of learning.
- We will not assume that all these pupils will have significant gaps, or that they'll be the only ones who do.

3) Implement a broad and engaging curriculum that focusses on vocabulary acquisition.

We will:

Teach a high quality, broad and balanced and engaging curriculum to take into account the current circumstances of our school (a recovery curriculum).

- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught/ revisited across wider curriculum subjects.
- Implement a 12 week curriculum cycle to place cultural context, retrieval practice, formative and summative assessment as the priority.
- Teachers and specialist teaching assistants should provide high quality responsive 'pre-teaching' and 'post-teaching'.
- Through Quality First Teaching clear explanations and scaffolding are applied to school and remote learning – blended learning.
- Provide opportunities for extensive outdoor learning.
- Use Achievement For All and Thrive strategies to support and engage all pupils to achieve.

4) Targeted academic support

We will:

Use a range of assessment strategies:

- Teachers in the first week or so of school re-opening should carry out some low-stakes quizzing and low-threat knowledge checks during lessons to find out what pupils remember and where gaps exist. For example effective diagnostics via quick quizzes, verbal questioning, multiple choice questions, discursive pair work and checking key knowledge and concepts through discussion.
- Teachers and specialist teaching assistants should assess the depth of understanding in Reading, Phonics, Writing and Mathematics through formal testing measures by NFER.
- Through specific intervention programmes, trained staff should model COGNITIVE strategies in context to make sure that pupils experience success early on. Activities should be in the form of short, fun tasks to memorise rules such as spelling strategies, times tables and written methods enhancing listening skills.
- Learning is chunked into active learning blocks to engage and retain focus.
- Effective catch-up in separate intervention groups should happen in the classroom alongside pupils who are consolidating their learning.

- Whole class teaching of Phonics using Read Write Inc alongside assessments in first 2 weeks. Children then taught more specific group phonics within the bubble according to pupils' abilities.
- Reading – whole class reading approach (daily story time, guided reading activities where possible.)
- Implementation of one to one or small group tutoring.
- Effective tuition and intervention programmes should be implemented in each year group by one to one, paired or small groups (up to 5 pupils) :

In **EYFS**, these include PRIME Area interventions such as Physical – Handwriting, name writing; PSED such as Social Stories, small group circle time, sharing nurture and behaviour; Communication and Language such as Talk Boost, SAL toolkit; an Aspire group – GLD target; Number recognition; RWI Boosters (1 to1); Gifted and Talented groups for Literacy and Numeracy.

In **Key Stage 1**, these include:

Interventions to be put in place after assessments completed:

Handwriting (Letter formation as main focus plus motor control exercises; Phonics – to be completed as 1:1 with specific children as well as small group catch up programmes revisiting previously taught phonemes etc) Year 2 in readiness for Phonics Screening in Autumn 2. Year 1 where the gaps are more evident; Precision teaching; Maths – First Class Maths and Plus One Maths

Reading – 1:1 reading twice a week with individuals; Speech and Language – specific interventions linked to passports actions ; Social stories with specific children highlighted; EHCP children have an allocated adult; Use of SEND teacher to support more vulnerable children as listed on timetables; Use of additional KS1 teacher to support within Year 2 – whole class teaching as well as interventions alongside BD. Gifted and Talented groups for Literacy and Numeracy.

In **Key Stage 2**, prime interventions to support the basic skills in Reading, Maths and Spellings; to support emotional wellbeing of pupils; to support the development of resilient and effective learning attitudes; to fill known gaps – Phonics from KS1, Fraction in Year 5, Puberty talk for Year 6. identified by assessment – First Class @Number, BRP, Precision Teaching, Toe by Toe, Plus One and use of SEND Assess Plan Do review format. Aspire and Gifted and Talented groups for Literacy and Numeracy.

Sessions are intensive: focussed around key concepts and closely aligned to learning in the classroom and carried out by tutors who are well trained (full-time graduates) and

supported by teachers, with regular communication happening between teachers, tutors and parents.

5) Wider strategies:

We will:

- Have Communication with parents via Tapestry, SchoolComms texts, introductory well-being phone calls and School 360 learning platform.
- Parents of children on the SEND register should be contacted within the first few weeks to discuss profiles and passports.
- Support network for parents to discuss any anxieties they may have.
- Analysis of NFER information in staff meetings to identify target children and correct intervention. The use of specific testing for Reading (York) and Maths (Sandwell)
- Professional development around the use of Chrome Books, Google Classroom and Purple Mash to develop remote learning.
- Training pupils to use online teaching resources in the event of future lockdown or illnesses.
- Thrive approach and profiling.
- Snack and chat to support communication, language and social skills
- Cosmic Yoga and physical activity for children's wellbeing.

Action Plan 2020-2021		
£25,760.00		
Quality First Teaching	Recruitment of NQTs 1.5 fte – EYFS/KS1 graduate and SEND postgraduate. Peripatetic music teacher Peripatetic performing arts teacher National Tutoring Programme Autumn 1 & 2	£14227.91
	NFER formative Reading and Maths tests	£1800.00
	Training – Boosting physical activity, Relationships and Health Education: supporting pupil well-being, RWI, SDQ, Thrive and Safeguarding Pro.	£1500.00
Targeted Academic support	Subscriptions – Accelerad, BR, CPOMS, First Class @ number, CLPE, Daily Rockstars, Google Classroom, Purple Mash, SchoolComms, Tapestry, Target Tracker, Virtual School.	£1500.00
Wider Strategies	Chrome Books	£5,000.00
	Reading Books – supplementary to RWI programme for reluctant readers during classroom reading, guided reading, or as a pupil premium resource. Features texts with different levels of reading difficulty, with fairy tales, poems, real life stories, myths & legends plus tales from a variety of cultures. These support the National Curriculum for reading, writing and comprehension, accompanied by a free online teaching resource pack, with lesson ideas, comprehension exercises, a glossary and fun activities.	£1,732.09
		£25,760.00