



Covid 19 Catch-Up Premium and Curriculum Expectations

Allerton Bywater Primary School 2020 - 2021

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

Total catch up funding: £30,000

TIER 1: Teaching

EEF Aspect	Action	Cost	Who	Outcome
<p align="center">High-Quality Teaching For All</p>	<p>A creative, challenging and connected curriculum underpinned with varied and progressive texts for all year groups that allows each year group to review, revisit, learn and expand curriculum objectives progressively.</p> <p>Whole class Reading – this demonstrates the seven strategies for effective first reading together with the VIPERS comprehension question types modelled by teachers</p> <p>Whole class Maths – every lesson has at least 2 members of staff to support learning and ensures there is an aspect of reasoning and problem solving every session.</p> <p>Whole class Writing - every lesson is underpinned by the quality text in order to give a consistent purpose and context for writing</p> <p>Phonic phase linked texts to be aligned with current staged reading books</p>	<p>£1500</p> <p>Bug Club £5648 (remote access for all + hard copy Phonics texts for KS1) Spelling Shed £380 TA additional time £300 Text storage £50</p>	<p>SLT / Phase leaders/ Subject leaders</p>	<p>Children are engaged and enthused to learn, staff are equally enthusiastic and engaged about making the learning connected and enjoyable for children. Children progress well and all children have wide range of assessment info from the broad balance of subjects covered</p>
<p align="center">Effective Diagnostic Assessment</p>	<p>Phonics and Maths will be the key focus for children to be tutored in small groups</p> <p>Past SATs and optional SATs will be used in KS2 followed by QLA to identify key areas of need</p> <p>Half termly phonics assessment using past screening checks will be used</p> <p>White Rose Maths Hub work will be used.</p> <p>Assessment points are further built into the school calendar to ensure the coverage of other curriculum subjects.</p> <p>SEMH assessments recorded on CPOMs for individual pupils.</p> <p>Formative assessments will be recorded on OTrack to allow teachers to plan responses according to baseline and interim assessment planned regularly throughout the year. Headline data recorded on Otrack.</p>	<p>£600 Y6 supply cover costs for QLA</p>	<p>All teaching team / SLT</p>	<p>Assessment baseline from teacher judgements, phonics assessments and Sats for Y6.</p> <p>Overview of assessments created for the whole school.</p> <p>Interim action plans will be developed by class teachers together with phase leaders, SENDco and Pastoral Lead.</p> <p>We will have an accurate picture of all children's learning profiles and therefore be able to more accurately respond to needs</p>
<p align="center">Supporting Remote Learning</p>	<p>In Yrs 4 - 6, Google Classroom is used for the day's learning.</p> <p>In Yrs 1 - 3, CGP books are used for the day's learning.</p> <p>All class teachers use Google Meet to enable children to join live teaching for groups of up to 5 children to teach key concepts and to provide feedback. TAs use Google Meet for targeted support (one-to-one reading, consolidation etc.)</p> <p>From September 2020, all teachers incorporate remote learning tools within daily classroom practice</p> <p>From November 2020, homework approach uses Class Dojo, Spelling Shed and Bug Club to support on-going information for all children and families – not just in the event of lockdown</p> <p>Identified parents receive paper copies of all home learning where email is not available</p>	<p>Class Dojo - free Google Classroom - free</p> <p>CGP books (Yrs 1 - 3) £2400</p>	<p>All teaching team SLT</p>	<p>Children are making progress and navigating possible year group closures with success and confidence.</p> <p>As a result of approaches used children are able to access learning themselves and adults at home are not expected to complete teaching, but provide quiet space, positive praise and engagement.</p> <p>Children are able to access learning on line but where this is not fully possible differentiated published resources provide basic skills support.</p>
<p align="center">Focusing On Professional Development</p>	<p>Each member of the staff team takes a shared lead in the curriculum redevelopments. Feedback and development of on-line learning developed across year groups</p> <p>On-line video banks of White Rose teaching videos, Oak Academy and Khan resources are being shared and used by a wider staff team and reviewed to support good practice.</p>	<p>Staff time</p>	<p>Teaching team Support team SLT</p>	<p>As a result of shared understanding and approach staff are able to develop their own and others practice.</p> <p>Video clips provide a resource How to..., how not to... and how to also...</p>

TIER 2: Targeted Academic Support

EEF Aspect	Action	Cost	Who	Outcome
High-quality one to one and small group tuition	Additional small groups Phonics tuition from November 2020, targeting Y2 children identified during screening checks NELLIE programme Third Space Learning targeting identified Y6 children in Maths Tutoring provided by TA's and Learning Mentor From January 2021, one day a week; supply teacher to work to release teachers in KS2 to tutor groups of children (starting in Y5). Resources to F2 provision to support quality first teaching of communication, language and literacy, PSED and maths and to enrich wave 2 and wave 3 teaching.	Supply cost: £5,000 Nuffield Early Language intervention TBC Third Space Learning - £2500 termly £1500	Teaching Team SLT	Children are eager to attend additional tutoring, parents understand the value of tutoring and support children to attend, showing interest in the progress being made.
Academic tutoring	CT tutor groups SLT tutor groups TA tutor groups Possible purchase of additional external tutors	Using the termly allocation to cover the costs of these as above.	Teaching Team Pastoral Team	All class teachers, SLT and some TA's are tutoring children, building upon relationships to positively impact upon the outcomes for the children they work with.
Planning for pupils with Special Educational Needs and Disabilities (SEND)	Continuation of consultants providing support for children with the highest needs, including CPD. Increased home school communication. Bespoke resources made available as needed	£300	Teaching Team Support Team SENd-co SLT	Wave 1 teaching is well differentiated to meet the needs of learners with SEND, Wave 2 is provided by well trained, confident support staff team, Wave 3 provision is very specific to meet the identified needs of children with barriers to learning/SEND

TIER 3: Wider strategies

EEF Aspect	Action	Cost	Who	Outcome
Supporting pupils' social, emotional and behavioural needs	Outdoor environments (track, development of forest) Additional outdoor equipment	£ £1000	Learning Mentors SLT	PSHE teaching is planned, regular and progressive. Wider Pastoral support is given in a range of personalised and responsive ways
Planning carefully for adopting a Social and Emotional Learning curriculum	PSHE curriculum embedded into the curriculum. Increased PSHE in curriculum with weighted focus on mental health. School values link to the SEMH agenda	Free	HS, LMc, LR	SEMH teaching is planned, regular and progressive
Communicating with and supporting parents	Teachers2Parents including emails, forms, texts, parent pay Class Dojo Tapestry Emails Twitter Google Meets Identified parents receive paper copies of all communications where email is not available	£1855 Free £178 Free Free Free	Admin Team SLT Teaching Team Learning Mentor	Staff are confident and comfortable to communicate regularly and effectively with parents / families. Regular surveys help school meet the needs of families to support learning and pastoral matters.