



COVID 19 CATCH UP FUNDING 2020- 2021 CATMOSE PRIMARY

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium> showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census, meaning Catmose Primary will be in receipt of £16,320. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

At Catmose Primary, this money will be used in order to provide:

- Curriculum resources, equipment and materials that support "catch up" and mental health of pupils.
- Staff training to empower staff to support pupils.
- Support from outside agencies, chosen to meet specific pupil needs.

INTENT

There are two broad aims for "catch up":

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- Children feel safe in school, engage well in their lessons and understand the Covid rules in place to keep themselves safe.
- Attendance remains above 97% showing that pupils want to come to school and the ethos of the is supported by parents.

This Covid Catch Up statement should be read with the Curriculum Recovery Plan (Appendix 1)

IMPLEMENTATION

- **Working through well sequenced, purposeful learning schemes.**

For example, in English our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics, using Curriculum Deficit forms to identify areas which were not covered in school. In Maths, we utilise the White Rose Maths Scheme as our spine of learning and we have been able to use catch up premium to purchase adapted plans that have been purpose written for catch up.

- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age. Programmes such as Times Tables Rock Stars and Reading Eggs/Accelerated Reader has been purchased to support this.
- **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.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. A curriculum deficit detailing core curriculum skill taught at home has been created for each year group, allowing staff to be clear as to what will need to be embedded now back at school.
- **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. The use of elective times will be key to this focus. Our Learning Mentor and ELSA will support children in small groups and on a 1:1 basis as identified. This will include staff and parent support.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning for identified children – particularly in the autumn term. In order to keep a broad and balanced curriculum, interventions will be timetabled to ensure all pupils are receiving a balanced learning day.

Termly Pupil Progress meetings with SLT talk through each class looking at intervention maps, what is working well and what needs to be adapted to ensure good progress. From Term 1 2020, the following focuses have been put into place and will be reviewed.

YEAR GROUP	KEY FOCUS AREA FOR COVID SUPPORT PLAN	SUPPORT
Reception Class	<ul style="list-style-type: none"> • Speech and Language – following instructions / speaking in clear, full sentences. • Gross and Fine Motor skills development • Early Phonics • PSED • Attention span. 	<ul style="list-style-type: none"> • Support from SALT. • Buying of resources to develop fine and gross motor child led play. • Letters and Sounds training for staff / resources to develop skills. • Identified Intervention groups with Nursery Nurse. • Focus in planning on specific area of learning – greater time given to PSED. <p>COST: training budget £800. Resources ordered £500.</p>
Year One	<ul style="list-style-type: none"> • Early reading and phonics. 	<ul style="list-style-type: none"> • Daily phonics focus with intervention groups. • Daily focused readers.

	<ul style="list-style-type: none"> • Gross and Fine Motor skills development. • Early Maths. • Personal, social and emotional skills. 	<ul style="list-style-type: none"> • Daily fine motor / handwriting groups. • Targeted Gross motor skills group with Sports Coach. • Targeted Maths intervention group with home resources purchased. • Whole class circle times with targeted 1.1 support where needed. • Letters and Sounds training for staff / resources to develop skills. <p>COST: Training budget £800. Maths intervention £201.48. Sport coach £62 per week, £435 per term.</p>
Year Two	<ul style="list-style-type: none"> • Early reading and phonics (those who would not have passed in Year 1) • Gross and Fine Motor skills development. • Early Maths and core rapid recall skills. • Personal, social and emotional skills. 	<ul style="list-style-type: none"> • Daily phonics focus with intervention groups with RWInc used as a support resource. • Daily focused readers with comprehension focus. • Daily fine motor / handwriting groups. • Targeted intervention group with focus upon rapid recall. • Targeted Maths intervention group with home resources purchased. • Whole class circle times with targeted 1.1 support where needed. • Letters and Sounds training for staff / resources to develop skills. <p>COST: Training budget £800. Maths intervention £201.48. RWInc Resources £500.</p>
Year Three	<ul style="list-style-type: none"> • Reading and core phonics skills with exception words. • Speed reading skills to access curriculum content. • Spelling and vocabulary (Speech and Language) • Early Maths and core rapid recall skills. 	<ul style="list-style-type: none"> • Identified reading groups with use of RWInc for some support groups. • 1.1 reading sessions for targeted pupils. • Speed reading sessions in small groups. • Bespoke spellings for all children.

	<ul style="list-style-type: none"> • Fine Motor Skills – handwriting. 	<ul style="list-style-type: none"> • Small group vocabulary sessions, including identified EAL support. • Intervention groups and online packages to support Maths rapid recall. • Handwriting support groups with focus on grip and fine motor skills. <p>COST: Training budget £800. Maths intervention £201.48. RWInc Resources £500. EAL support £14.36 hour x 2 hours per week.</p>
Year Four	<ul style="list-style-type: none"> • Attention and focus • Early Maths and core rapid recall skills. • Reading and core phonics skills with exception words. • Emotional Literacy Group – with focus on growth mindset skills. • Social skills. • Fine Motor Skills – handwriting. 	<ul style="list-style-type: none"> • Movement breaks every 45 minutes for targeted children to aid focus and attention. • Intervention groups and online packages to support Maths rapid recall. • Identified reading groups with use of RWInc for some support groups. • Intervention groups with growth mindset activities. • Intervention handwriting focus group. • Small intervention group with handwriting activities – developing grip. • Intervention group with sports coach. • Small group vocabulary sessions, including identified EAL support. <p>COST: Training budget £800. Maths intervention £201.48. Sport coach £62 per week, £435 per term. RWInc Resources £500. EAL support £14.36 hour x 2 hours per week.</p>
Year Five	<ul style="list-style-type: none"> • Reading support with speed read focus to access the wider curriculum. • Reading comprehension. • Maths rapid recall support. • Maths – PIXL Mentors and PIXL support programme. 	<ul style="list-style-type: none"> • Intervention groups for targeted readers. • 1.1 reading support for targeted readers. • Reading Eggs support programme. • Intervention groups and online packages to support Maths rapid recall Times Tables Rock Stars and PIXL Maths support.

	<ul style="list-style-type: none"> Emotional Literacy Group – with focus on growth mindset skills. 	COST: Training budget £800. Maths intervention £201.48. Reading intervention £300. PiXL support £3240.00.
Year Six	<ul style="list-style-type: none"> Reading support with speed read focus to access the wider curriculum. Reading comprehension. Maths rapid recall support. Maths – PiXL Mentors and PiXL support programme. Emotional Literacy Group – with focus on growth mindset skills. Fine Motor Skills – handwriting. 	<ul style="list-style-type: none"> Intervention groups for targeted readers. Weekly dictation activity for targeted group. 1.1 reading support for targeted readers. Reading Eggs support programme. Intervention groups and online packages to support Maths rapid recall Times Tables Rock Stars and PiXL Maths support therapies. <p>COST: Training budget £800. Maths intervention £201.48. Reading intervention £300. PiXL support £3240.00.</p>

Post Covid Lockdown SEN support and support from outside agencies include

PROFESSIONAL	SUPPORT
Local authority SEN support worker	Getting to know you- Teams meeting and observations with staff support for intervention planning
SALT	Virtual appointments with planned 1.1 sessions for pupils
Educational Psychologist	Virtual appointments pre- visit and observations for pupils
Education Inclusion Partnership	Observations with staff support for intervention planning
SEMH Teacher	Observations and staff support - anonymous problem-solving discussions for intervention planning
ADD solutions	Observations- with staff support for intervention planning

IMPACT

Pupil, staff and parent surveys will be sent 3 times a year to gauge the response to our Covid support plan. Reviews of these surveys will lead to adaptations of the intervention in place if needed.

Lesson Observations and Learning Walks will focus on the quality of education in school, following the lockdown period. Feedback from these observations and the sharing of good practice will be shared with all staff to ensure a consistent approach to teaching and learning.

Staff will complete low-stakes checkpoints with pupils in Term 1 to measure the progress made during home-schooling, in line with the school checkpoint and assessment plan (enclosed) Termly pupil progress meetings with the SLT will enable

class teachers to talk through each class and subject areas to ensure that provision is made to enable all pupils to make good progress.

Outcomes will be monitored throughout the school year, to ensure good progress is made by all pupils enabling outcomes to be at least in line with 2019 2020 outcomes.

Parents will be kept informed of progress through written reports sent at the end of term 2, 4 and 6. Progress will also be shared with parents using the virtual classroom Class Dojo.



APPENDIX 1

2020 2021

CURRICULUM RECOVERY PLAN

PREAMBLE

On the 18th March 2020, primary schools closed to the majority of pupils due to the Covid 19 crisis and national lockdown. The school remained open to vulnerable pupils and the children of key workers. Catmose Primary quickly moved from welcoming 210 pupils to school each day to opening for an average of 18 per day.

During this time, staff were deployed to provide face to face teaching for the small group in school on a rota basis and to provide home learning for those home-schooled.

On the 1st June, the school followed government guidelines and were able to welcome back to school all Reception, Year 1 and Year 6 pupils. This also included a larger vulnerable and key worker group, necessitating two 15 pupil bubbles to provide the care required as more parents return to work.

On the 15th June, the school was able to offer all Year 5 pupils a place in a 15 pupil bubble. This was due to using the facilities at Catmose College. All Year 6 and Year 5 pupils were taught in 15 pupil bubbles at Catmose College, releasing space at Catmose Primary for two 15 pupil bubbles for Reception, Year 1, Year 2 and the vulnerable and key worker groups. We were able to welcome back up to 150 pupils in the summer term (some with part time places).

PROVISION DURING LOCKDOWN March 2020

During home-schooling and the face to face provision in school for key worker and vulnerable group, all children were set a daily English task to include reading, writing, phonics (KS1) and grammar (KS2). A daily mathematics task, using the White Rose curriculum and a daily 3I (creative curriculum) task, which included all foundation subjects.

Home-schooling tasks were sent weekly using Group Call, an email system sent to all parents. Feedback for marking and comments were made using Class Dojo which acted as the virtual classroom. Children who did not have the facilities at home to access the learning online were sent home learning packs from the school.

Children in school were taught the daily tasks set by their class teacher.

This home-schooling and face to face teaching and learning enabled children to continue to cover the curriculum for their year group. Feedback from parents via Class Dojo enabled staff to support any misconceptions. Staff noted children who were not engaging in learning at home, who were then offered places in school for face to face support.

PROVISION DURING LOCKDOWN Jan 2021

During home-schooling and the face to face provision in school for key worker and vulnerable group, all children followed their normal in school timetable. Children were set a daily English task to include reading, writing, phonics (KS1) and grammar (KS2). A daily mathematics task, using the White Rose curriculum and a daily 3I (creative curriculum) task, which included all foundation subjects.

Home-schooling tasks were sent daily using Class Dojo, a system accessed by all parents. The change was made to enable Class Dojo to act as the virtual classroom. Feedback for marking and comments were made using Class Dojo Portfolios, creating a collection of work for each child. Children who did not have the facilities at home to access the learning online were sent home learning packs from the school and offered the use of devices supplied by the school.

Children in school were taught the daily tasks by their class teacher as all 7 classes were open to enable small groups and the retention of class bubbles during the lockdown. Teachers were given extra PPA time to reflect the workload of face to face teaching of their class (all classes had more than 12 pupils) and setting and marking home learning.

Feedback from parents via Class Dojo enabled staff to support any misconceptions. Microsoft Teams was used to offer live assemblies 3 times a week and live teaching sessions. Class Dojo videos were also recorded to support home learning.

Staff noted children who were not engaging in learning at home, who were then offered places in school for face to face support. The vulnerable offer was greater during the second lockdown.

STAFF HAND OVER AND USE OF TRACKERS

Prior to a return to school in August 2020, INSET and staff training focused upon good teaching practices and the recovery curriculum, not only for curriculum gaps but also for mental health and wellbeing for all pupils.

Staff were given a curriculum deficit proforma to complete for the next class teacher (enclosed) to detail what had / had not been covered within school.

A tracker system for each class has been shared with staff to ensure that teachers were aware of the gaps in skills for all core and foundation subjects. It is the intent to ensure all gaps are covered this year with a return to our usual curriculum for September 2021.

Following the Jan 2021 lockdown, staff used the 4-week period in March 2021, leading up to the Easter holidays to set low stake checkpoint tasks to assess learning. This will be used to identify gaps in learning to inform planning for Terms 5 and 6. Reports in April 2021 with next steps will be shared with parents.

USE OF CURRICULUM SCHEME OF WORK

For English (Reading and Writing) and Mathematics an objective list with the current year group and previous year group objectives has been shared with all staff (enclosed). This enables staff to look at the objectives to be taught this year, whilst ensuring key objectives from the previous year are embedded.

A learning progression for Science, which documents Scientific Enquiry and unit objectives for each year group, also enables staff to ensure that key knowledge from the previous year is recapped within the current year learning. Knowledge organisers for Science include a 'what should I already know?' section to help pupils recap previous year group learning and will aid the identification of learning gaps (enclosed).

For each foundation subject, essential skills for each year group are shared enabling staff to ensure that previous year group skills have been recapped before introducing the next skills to be learnt (History, Music, computing enclosed as examples).

USE OF ELECTIVES TIME

Our extended school day has enabled staff to spend 20 minutes each day dedicated to 'Covid catch up', whether it be exposure to vocabulary, time to develop spoken language or time to reflect and share thoughts and feelings.

Monday	Class Book (Exposing children to reading and vocabulary in light of missed reading opportunities)
Tuesday	Peer Massage / Circle Time / Yoga – Mindfulness Focus

	(Time to redevelop resilience, confidence and ability to share an explore feelings and emotions post Covid lockdown and return to school)
Wednesday	Oracy / Performance Poetry (Time to re develop spoken language skills)
Thursday	Teachers Choice (class vote for focus of their choice – giving ownership and student development to the session)
Friday	Class Book (Exposing children to reading and vocabulary in light of missed reading opportunities)

IMPACT

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Parents will be kept informed of progress through written reports sent at the end of term 2, 4 and 6. Progress will also be shared with parents using the virtual classroom Class Dojo.