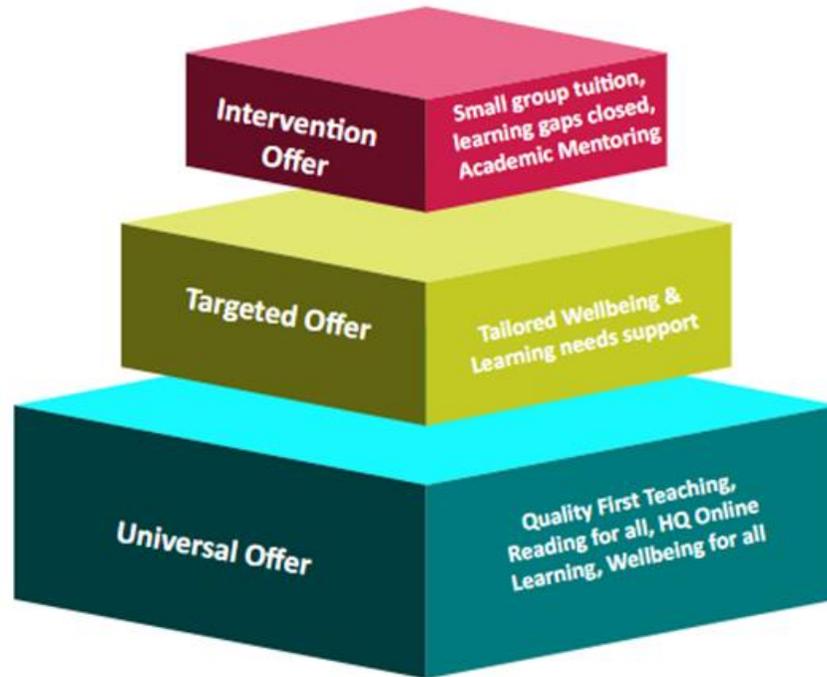


Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

Catchup 3-tier model implemented at *Monkwick Infant School*



Expectations of Catchup programme

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 head teachers 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.

Catch-up Premium Plan KS1 & KS2

School	Monkwick Infant and Nursery
Number on Roll (total)	231 (40 nursery)
% Pupil premium eligible students	39.7% 75 pupils
Catch up Premium total	£ 14,960

Barriers to learning resulting from COVID restrictions

Issues identified from September 2020 as barriers (B) to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)
B1: Speech and language skills have not developed as expected for some groups of pupils, this is evident in nursery and year R in particular. Vocabulary needs to be a core focus in all phases in order to address gaps in curriculum and literacy development
B2: Gaps in curriculum as identified each year group based on lack of coverage in 19/20. Skills need to progress based on acquisition
B3: Readyng the school for further home learning needs – periods of isolation or any bubbles working remotely.
B4: Ensuring all pupils can access online learning at home with support.
B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment)
B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period. Addressing gaps in other agencies reduced capacity to have seen pupils, especially in the early identification of SEND in those new to school.
B7: Understanding T&L strategies within the 'new normal' way of teaching
B8: Phonics gaps in each phase to be addressed in order to progress.
B9: Calculation skills and understanding of place value
B10: Maintaining a high attendance % for all students is a priority
B11: Wellbeing: Students adjusting to the new school routines and structures
B12: Wellbeing: Concerns around anxiety, mental health and safeguarding issues following the lockdown period
B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B14: Social and emotional barriers to learning. Pupils adverse experiences in lockdown may be impacting on attention, resilience and mental health as a result.
B15: Gap in Cultural Capital opportunities identified due to COVID restrictions in place
B16: Pupils physical stamina and strength reduced as many have had restricted access to outdoor play and experiences.

Universal Offer (Page 1/4)

Year Group	Action	Intended outcome
All phases	<p>Teachers will deliver a carefully planned programme of PHSE work that develops emotional literacy and resilience and supports young children to understand the pandemic and manage feelings around it.</p> <p>(September 2020 and February 2021)</p>	<p>Pupils will be able emotionally to process the impact of the pandemic and feel safe in school.</p>
Cross phase	<p>Re-introduce achievement team meetings to the staff meeting rota to build upon staff knowledge of pupils at previous phases to ensure expectations remain high from prior attainment.</p> <p>(March 2021)</p>	<p>High expectations and challenge will be set for all pupils. Staff will share knowledge of the children to ensure their academic needs as well as emotional are met.</p>
Year R KS1	<p>Develop the stamina and resilience of pupils to manage school after extended period of time at home without challenge. Consistent implementation of 'Reflected' strategy across all classes.</p> <p>(September and February 2021)</p>	<p>Pupils will develop a strong 'growth mindset' and ability to be challenged. Young children will develop learning behaviours that foster success.</p>

Year R and KS1	Teacher plans for term will be adapted based on a focus on core skills with gaps identified at each phase in core skills. Assessment baseline entered for all pupils by week 3. (September 2021, this will need to be reviewed in March 2021 once children return to school following second period of school closures)	Wave 1 first class quality teaching will address the needs of all pupils based on strong differentiation and this will support each child to reach their potential.
All staff	Regular staff CPD on mental health and wellbeing. Invest in 'Wellbe' to support and identify issues for staff in order to support resilience and staff retention (February inset day, ongoing)	Staff will be supported to manage their own wellbeing in order to be emotionally available for their pupils.

Universal Offer (Page 2/4)

Year Group	Action	Intended outcome
	Deliberately reduce workload (reduced amount of meetings) to aid staff wellbeing and enable high quality responsive teaching based on formative assessment. (Agreed upon September 2020, ongoing and reviewed regularly) Teachers deliver a broad and engaging curriculum that focuses on vocabulary acquisition. (September 2020, ongoing)	Teachers can prioritise teaching and learning in response to robust formative assessment.

	Teachers will use different retrieval methods to ensure 'learning stickiness'. (Refresher in September)	Gaps in knowledge from lost schooling will be retrieved through ensuring skills are practiced across a range of contexts.
	Provide ongoing technical support for staff to provide remote education. Staff to be able to access 'parent cloud' 'Google meet' 'Teams' so that all agencies and stakeholders can be reached and involved in pupils recovery. (Parent Cloud – November, reviewing remote learning policy half termly with staff and to ensure this is supported by technology)	The school will continue to communicate effectively with all stakeholders in order to protect children and maximise pupil outcomes.
	Ensure SLT/family support worker contact homes of disadvantaged students also identify barriers to engagement due to technology or a lack of other forms of support – Kindles purchased and families identified (Ongoing FSW Support. Additional technology distributed following survey – January 2021)	All pupils will be able to access remote learning in the event of needing to isolate or lockdown in the future regardless of home circumstances.
	Ensure that our most vulnerable pupils are monitored by staff in case of reduced school attendance to have priority access to classroom teaching and online	All pupils will continue to access learning and make progress regardless of barriers in home circumstances.

	materials-including supporting with paper copies. (Ongoing)	
	Teachers to film support videos to support parents in working with pupils at home-focus on how to... phonics, reading, handwriting and calculation skills.	Parents will be empowered to support their children to make good progress should they need periods of time working from home.

Targeted Offer (Page 1/2)

Year Group	Action	Intended outcome
KS1	<ul style="list-style-type: none"> - Phonic interventions for Year 2 children - LD - Phonic interventions for Year 1 Children- JW /SJ - Reading interventions- 'Catch up' HW/LD - 'First class number'- L.D Year 2 for Place value <p style="text-align: center;">LSAs who cover directed to intensive intervention and cover replaced by staff not trained in leading intervention.</p> <p>(September 2020, ongoing)</p>	<p>Precision phonics teaching will be delivered after a baseline phonics test in September. This will be redone in December to assess progress and identified teaching needs. Pupils will reach the required level to pass the phonics screening test.</p> <p>Catch up reading will support pupils who need to be tracked back and close gaps to support pupils to reach ARE. It supports reading intervention at home giving confidence and small steps to increase application of phonic knowledge.</p> <p>First Class number addresses misconceptions in number acquisition, recognition and 1;1 correspondence. It will support the development of the understanding of place value. It will support pupils who are at risk of not</p>
Year 2	<ul style="list-style-type: none"> - 30 additional 'Lexia' reading licenses for year 2 children <p>(September 2020)</p>	<p>Lexia identifies individually gaps in phonic and reading skills. It enables additional intervention at individual level and will practice and consolidate new skills. It will provide live feedback to teachers to support formative assessment.</p>

	<ul style="list-style-type: none"> - Reading information to parents including videos for best practice. 	Parents will be empowered to support their children to make good progress should they need periods of time working from home. Support that is always given to parents at the start of their child's education at workshops will continue to be available.
	<p>-Speech and language programme devised by NHS therapist for pupils who have been identified as significantly below age expected milestones. To be delivered in additional support from LSAs</p> <p>(Autumn Term – seeing children across the school weekly)</p>	Children who have missed identification as a result of the covid restrictions will be assessed by a specialist and a programme developed to address individual needs that can then be delivered in school and home. Speech and language will be within expected levels.

Targeted Offer (Page 1/2)

Year Group	Action	Intended outcome
EYFS	<ul style="list-style-type: none"> - NELI for EYFS- assessments Nov/Dec communication and language <p>(December 2020)</p>	To assess and target gaps in Year R against communication and language skills. Training delivered to staff to develop further skills in teaching to these gaps.
Pupils needing support with SEMH across school	<ul style="list-style-type: none"> - Increase staff to support in 'Owl enhanced Provision' (Sep 2020) - Safe spaces available to targeted children throughout the day with emotionally available adults (September 2020) - Therapy sessions- Increase x 3 Beth Rogan cost £50 per session (November 2020) 	Three pupils most in need of intensive work due to adverse experiences, compounded through the lockdown to be given therapeutic intervention to develop resilience, self-esteem and self-regulation.

	<ul style="list-style-type: none"> - Grow staff providing support in enhanced provision x 2 pupils with additional LSA from MIS <p>(October 2020)</p>	Pupils for who have developed a higher level of SEMH needs can be supported in smaller groups allowing classrooms to focus on learning behaviours for all.
Pupils needing support with SEMH across school	<ul style="list-style-type: none"> - Introduce to school 'motional' to assess and monitor progress for SEMH <p>(December 2020 and February inset day 2021)</p>	The progress of pupils who have or may have developed SEMH needs as a result of trauma can be measured and appropriate activities led to develop key relational skills.
Pupils needing support with SEMH across school	<ul style="list-style-type: none"> - Family worker to provide additional support to assist children in transition into school and address issues arising from Covid restrictions. (Ongoing) - Support parents in accessing hardship funding, food bank and other financial support as well as supporting families through DV and family breakdown. (Ongoing) 	Families will be supported to overcome the barriers that covid may have created. Pupil outcomes in terms of engagement and home experiences will be improved as a result. The impact of trauma or family hardship will be minimised.
Year 2	<ul style="list-style-type: none"> - Consider use of outdoors and physical exercise, many in flats etc. Daily Mile reintroduced. Coach sessions for year 2 to support high intensity exercise. (September 2020) 	Pupils will develop stamina and physical fitness at ARE. This will support development of attention skills in the classroom as a result.

Targeted Offer (Page 1/2)

Year Group	Action	Intended outcome
Whole school	CH to complete training in 'TPP' and the 'Pivotal curriculum for behaviour and safety' to be delivered to all staff to address behaviour management and SEMH. (February 2021 inset and going forward)	All staff to be trained over the year to be trauma aware and to have strategies to support and improve outcomes for the most vulnerable pupils.