



St.Bede's South Shields

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

1. Summary Information					
School	St.Bede's Catholic Primary School				
Academic Year	2020/21	Total catch up budget	£16,400	Date of most recent catch up review	October 2020
Total number of pupils	205	Number of pupils eligible for PP	30	Date for next internal review of this strategy	Spring 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.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Put simply: schools know their children and their communities best – none are the same and pupils and communities will have been affected in different ways. Leaders know their schools and their children and they know how to help them.

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:

- 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**∗:

A Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

B 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)

C 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 available: £16,400

Issues identified as barriers to learning from lockdown in March 2020 through to September 2020:
1. Gaps in reading knowledge that have appeared between March and September 2020 (as identified through assessment in Term 1) in particular phonics YR - Y3
2. Gaps in reading knowledge that have appeared between March and September 2020 (as identified through assessment in Term 1), in particular reading comprehension skills, engagement in reading and book stock lost through lockdown

3. Poor speech and language skills on entry to Nursery and Reception (EYFS baseline)
4. Lack of writing practice has led to poor writing stamina during extended writing pieces affecting both the content and the physical process of writing
5. Gaps in maths knowledge that have appeared between March and September 2020 (as identified through assessment in Term 1) in particular basic understanding of the four operations
6. Poor fine motor skills on entry to Nursery and Reception
7. Ensuring all pupils can access online learning at home
8. Maintaining a high attendance % for all pupils is a priority
9. Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
10. Ensuring parental engagement levels are maintained during the 'virtual meeting' era

Quality teaching for all					
Action	Issue(s) addressed	Tier	Intended Outcome	Time Scale	Planned Cost
<u>Curriculum</u> Review and invest in new phonics resources particularly fully decodable reading books	1 - 5	A	Ongoing assessments show rapid improvement in pupils' phonics understanding, especially SEND and disadvantaged pupils. Based on baseline and ongoing summative assessments.	From October 2020	£500 - fully decodable books

<p>High quality CPD for staff to support teaching of a broad and balanced curriculum - staff meetings focus on delivering high quality teaching in all curriculum areas.</p> <p>Maintain staff's high expectations for pupil achievement across the curriculum</p> <p>Ensure basic skills are emphasised in English and mathematics, and across wider subject areas</p>			<p>Subject leaders deliver high quality CPD in staff meetings to ensure staff continue to have high expectations of all pupils across the curriculum. Staff also access CPD from BCCET and LA.</p>		
<p><u>Assessment</u> Effective diagnostic assessment e.g. questioning, use of whiteboards in MyMaths, standardised tests and tasks, end of topic knowledge tests in History</p> <p>Dedicated use of Accelerated Reader to monitor and raise standards in reading - audit and invest in new reading resources to further improve pupil engagement in reading</p> <p>Early years staff attend Nuffield Early Language Intervention training- lead programme in YR.</p> <p>Small group and 1:1 language interventions to</p>	2 5	A B	<p>Ongoing assessments and pupil progress meetings show pupils are making rapid progress in all curriculum areas and gaps in learning are narrowed especially SEND and disadvantaged pupils</p> <p>Monitor progress of reading age scores half termly from Y2 - Y6 using Star Reading assessments</p> <p>According to research by EEF/DfE, pupil's speech and language will increase by at least 3 months.</p> <p>Ongoing assessments show that</p>	From October 2020	<p>MyMaths £355 Spag.com £200</p> <p>Accelerated Reader and Star Reading £2065</p> <p>New reading books £2000</p>

be used in YN/R- Talk Boost, BLAST			children in Nursery and Reception make rapid progress with their speech and language skills.		
<u>Supporting remote learning</u> Refining use of Google Classroom Further CPD for staff in use of Google Classroom Trialling Google Classroom in school with pupils to ensure smooth transition from school to home learning Setting of homework via remote learning platform to ensure teachers and pupils are fully competent. Address technical issues before a class or school lockdown Use of survey information to ensure all pupils are able to access online learning	7	A	Work with staff at the OpenZone to deliver bespoke CPD in effective use of Google Classroom personalised to our school staff to support them to deliver high quality teaching remotely. Create an effective online learning platform - Google Classroom Sufficient laptops available to loan out to families who do not have access to online learning at home. Laptops available via DfE and from BCCET.	From October 2020	-
<u>Staff wellbeing</u> CPD for staff well-being delivered by LA	9	A	Educational psychologist to deliver CPD focusing on staff wellbeing. Staff wellbeing prioritised to ensure staff are well supported to deliver a high quality curriculum to all pupils.	From October 2020	Educational Psychologist CPD for staff £500

Leadership team to continually monitor staff workload e.g. reduced meetings during assessment periods			Plans for key staff to be trained in Mental Health First Aid		MHFA course £300
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Targeted Academic Support					
Action	Issue(s) addressed	Tier	Intended Outcome	Time Scale	Planned Cost
<u>High quality teaching and assessment:</u> Same day in-class intervention Teacher-led targeted specialist teaching for Y5 and Y6	2 4 5	B	Additional support in classes to enable children to receive high quality intervention at the point of learning. Pupils receive specialist teaching in English and mathematics in Years 5 & 6	From October 2020	Additional support in afternoons - £3000
<u>High quality one-to-one or group tuition</u> Blast and Nuffield Early Language Intervention (NELI) sessions for targeted Nursery and Reception pupils	3	B	According to research by EEF/DfE, pupil's speech and language will increase by at least 3 months. Nursery Nurse to deliver small group and 1:1 sessions in Blast and NELI Ongoing assessments show that children in Nursery and Reception make rapid progress with their speech and language skills.	From October 2020	-

<p><u>Targeted support:</u></p> <p>Reading intervention</p> <p>Specialist interventions</p> <p>Catch-up clubs following diagnostic assessments</p> <p>Pupil Progress meetings</p>	1 - 6	B	<p>Ongoing STAR reading assessments show rapid progress in reading age for pupils receiving 1:1 reading interventions.</p> <p>Rapid progress expected for pupils participating in catch up clubs. Ongoing diagnostic assessments show that gaps in learning are narrowing.</p> <p>Termly pupil progress meetings identify pupils to be targeted for additional support.</p>	From October 2020	<p>Additional hours for Catch up clubs - £6480</p> <p>Food for catch up clubs - £500</p>
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Wider Strategies					
Action	Issue(s) addressed	Tier	Intended Outcome	Time Scale	Planned Cost
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Welfare Officer delivers intervention groups to support pupils' mental health and wellbeing including Lego Therapy groups and circle of friends sessions.</p> <p>PSHE programme introduced in all year groups</p>	9	C	<p>Children feel happy and safe in school - impacts on their engagement and progress they make in their learning</p> <p>PSHE sessions personalised to the needs of the child in order to support their social, emotional and behavioural needs.</p> <p>House Assemblies continue virtually</p>	From October 2020	Certificates and prizes - £500

<p>Ensure continuity of pastoral system with house captains, birthday celebrations, and house points. Continuation of school council activities and events</p> <p>Continuation of visits and visitors e.g. Bikeability, That History Bloke, West Boldon Lodge</p> <p>Reestablishment of peripatetic music teaching i.e. recorder tuition and singing</p> <p>Physical activity and active break sessions built into the school day to promote to pupils the principle of a healthy body and healthy mind (Jumpstart Johnny sessions)</p>			<p>when it is not possible to mix bubbles.</p> <p>Visits and visitors enhance the wider curriculum and improve pupil engagement with their learning.</p> <p>Children to receive a broad and balanced curriculum.</p> <p>Children's mental health and wellbeing is prioritised across the school. Children's needs are assessed effectively by our SENDCO and Welfare Officer and appropriate support is put in place either through in school support or by making referrals to external agencies.</p>		
<p>Communication with and supporting parents</p> <p>Continued increased communication with parents through website, texts and letters</p> <p>Create virtual links for parents with the school e.g. class liturgies shared with parents on the school website</p> <p>Support parents with remote learning practices e.g. communicating regularly and</p>	10	C	<p>Parents are well informed about curriculum, provision and access to remote learning. Parent support sheets for accessing Google classroom are shared on website.</p> <p>Parents are sent copies of their children's login details for different online learning platforms to enable them to support their children at home.</p>	From October 2020	-

giving guidance, giving parents opportunities through pupils' homework to support their children's use of remote learning systems			Children's work shared with parents via school website and Google Classroom		
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