

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

Catchup 3-tier model implemented at *Alton Park Juniors*



## 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 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.

# Catch-up Premium Plan KS1 & KS2

School	Alton Park Juniors
Number on Roll (total)	450
% Pupil premium eligible students	60%
Catch up Premium total	<b>£ 35680</b>

## Barriers to learning resulting from COVID restrictions **S**

Issues identified from September 2020 as barriers (B) to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)
B1: Literacy skills identified as key driver for student catch-up and curriculum access development. Writing age is in line with national average.
B3: Readyng the school for further home learning needs (E.g. a second lockdown)
B4: Ensuring all students can access online learning at home (survey Aut. 2020 suggests 75% access across year groups)
B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
B10: Maintaining a high attendance % for all students is a priority
B12: Wellbeing: Concerns around anxiety, mental health and safeguarding issues following the lockdown period
B15: Gap in Cultural Capital opportunities identified due to COVID restrictions in place

## *Updated for Lockdown January 2021*

### Colour coding

	Not deliverable in lockdown via remote teaching at present (review fortnightly)
	Delivered through remote sessions - accessibility is reviewed weekly eg lack of devices, parental support
	actions being explored to enable 'keeping up' sessions for identified pupils

## Universal Offer

Year Group	Action	Intended outcome
Yrs 3-6	<p>Reading for pleasure</p> <ul style="list-style-type: none"> <li>● Regular remote story sessions for all year groups live-streamed</li> <li>● Small library in school foyer for changing reading books and promoting reading through lockdown</li> <li>● OU RfP teacher group</li> <li>● All teachers will participate in the action research group to improve RfP across the school.</li> </ul>	<p>Reading focus evident in all classes and action research initiated</p> <p>60% pupils ARE in reading</p>
Yrs 3-6	<p>Spelling</p> <p>Spelling activities set weekly</p> <p>Spelling misconceptions addressed in live-streamed writing sessions</p> <p>Teachers will focus on commonly mis-spelt words</p> <p>Cover untaught spelling rules before continuing with the spelling rules from the current year.</p> <p>Ongoing staff CPD on teaching spelling</p> <p>Spelling choice posters used and referenced in all classes consistently across the school</p>	<p>Close the gap in spelling – especially pre-fixes and suffixes and homophones</p> <p>Children can make logical best guess spelling choices</p>
Yrs 3-6	<p>Grammar</p> <p>Reinforced through livestreamed and recorded lessons</p> <p>Grammar lessons set weekly using CGP workbooks and activities in work packs</p> <p>Basic understanding of what is a sentence is a key issue across the school. Grammar CPD planned and key objectives for each year group identified</p> <p>All teachers reinforce understanding and writing of a basic sentence daily</p>	<p>All children to write in grammatically correct and correctly punctuated sentences.</p>

Yrs 3-6	<p>Retrieval practice/ low stakes quizzing and spaced practice - worked into remote curriculum and livestreamed feedback / review sessions</p> <p>Getting the children to retrieve new information like vocabulary, spellings, facts from a story, new grammar techniques over and over including leaving periods of time in between.</p>	Helping all children to develop recall skills and to promote overlearning / review
Yrs 3-6	<p>White Rose Catch up sessions for key learning and missed learning - links to DfE catch-up document</p> <p>Maths Meetings - live-streamed feedback and review sessions twice weekly</p> <p>A minimum of 2 per week to address gaps, pre-teach and deliver a catch-up 'menu' of missed topics</p>	To address any gaps in key calculation skills
Yrs 3-6	<p>Mastery basics: STEM sentences, CPA and bar modelling</p> <p>Additional resources to equip all classes with concrete apparatus: Dienes, place value counters, Numicon</p>	Focus on pupils explaining their thinking, developing vocabulary to articulate their ideas
Yrs 3-6	<p>Talk partners are used in all classes as a matter of routine, as other groupings are not possible due to guidance on seating arrangements</p>	<p>Develop and focus on learning skills, peer support and vocab development - to negate the lack of group work</p> <p>use partners to reflect on learning skills and growth mindset.</p> <p>Pupils become used to working with a range of partners</p>
Year 3-6	<p>Remote offer Maths</p> <p>WR scheme of work face to face and online curriculum are aligned</p> <p>WR video lessons used at least weekly</p> <p>Pupils are familiar with online format</p> <p>NCETM daily lesson videos</p> <p>Exemplify mastery approach and a potential lesson series for remote learning</p>	To develop an on-line offer that reflects maths teaching in class

Year 3-6	<p>Remote offer English</p> <p>Purple Mash - Serial Mash reading comprehension</p> <p>Pupils are familiar with the format as it was used in lockdown and will be used weekly in class.</p> <p>Writing sequence will be in 3 or 4 week units will be delivered in class and recorded and embedded in google classroom. Google classroom will be used in class.</p>	To develop an on-line offer that reflects the teaching approaches in the classroom
Year 3-6	<p>Remote offer in other subjects</p> <p>Align curriculum with Oak National Academy resources in science, geography and history</p> <p>Use Kapow resources to support planning in art and DT</p> <p>Language Angels scheme purchased for MFL</p>	To develop an on-line offer that reflects the teaching approaches in the classroom
<b>Total Cost</b>		£.....
<b>Allocation cost from Catch-up fund</b>		

### Targeted Offer

Year Group	Action	Intended outcome
Yr 3&4	<p>Phonics</p> <p>Check phonics knowledge for all year 3 and most of year 4 - <i>completed to 18/12/20</i></p> <p>Daily phonics teaching at appropriate phase – teacher led</p> <p>SEND pupils identified in year 3 and all SEND receive additional phonics support - working at protocols for small group work with LSA livestreamed and online resources</p>	By April 2020 95% of pupils in year 3 and 4 are completely secure in all phonics

<p>Years 3-6</p>	<p>Deployment of support staff          Small group and 1:1 work as directed by the teacher throughout the day          Training in phonics and precision teaching - arranged remotely          Support staff to share practice and receive training in supporting live-streamed lessons and giving feedback online          Working on protocols for LSAs to live-stream focused small group sessions</p>	<p>Timely feedback and prompt re-teaching / review, plus pre-teaching where identified.          LSAs able to identify and address gaps with light touch direction from teachers</p>
<p>Years 3-6</p>	<p>Break out spaces          Provide space outside most classrooms</p>	<p>For children to move around and make choices about where and how they work. Opportunity to move away from the class to reduce stress and anxiety</p> <p>A place for LSAs to support small groups and individuals for focused groups etc</p>
<p>Years 3-6</p>	<p>Growth mindsets          Continually revisit focus, perseverance and positivity, building on whole school values          ReflectEd          Lessons planned weekly. Opportunity to discuss the learning process through the activities, to develop resilience.</p>	<p>Children can identify and explain when they / a classmate demonstrates that mindset</p> <p>Children can explain the learning process, through ReflectEd activities</p>
<p>Year 3-6</p>	<p>Behaviour management</p> <ul style="list-style-type: none"> <li>● Focus on praise</li> <li>● Time out managed within year groups</li> <li>● Break out spaces every class</li> <li>● Pastoral team focused on returning pupils to class</li> </ul>	<p>Everyone in the school community can describe good behaviour and how it is rewarded</p> <p>All staff can list brief and timely interventions to address poor behaviour</p> <p>Children are increasingly attentive in class</p>



Year 3-5	<p>Maths - consider how these elements can be worked into daily live-streamed sessions</p> <ul style="list-style-type: none"> <li>• 'Do now' lesson starters used to keep skills sharp</li> <li>• 'Last' grids used regularly as lesson starters to reinforce learning from last week, last month, last term.</li> <li>• Maths meetings are (briefly) planned to reinforce prior learning learning These elements are evident in planning, lesson observations and periodically in books</li> </ul>	<p>Brief assessments demonstrate that pupils retaining key skills Aiming for 40% of pupils to be ARE</p>
Year 3-6	<p>Grammar - sentence structure</p> <ul style="list-style-type: none"> <li>• Planning for writing lessons shows daily input on sentence structure (DO NOW)</li> <li>• Displays model sentence structure</li> <li>• Implement Write Stuff 'points scores' for grammar</li> <li>• Use STEM sentences to explain grammar structures STEM sentences will be on display in classrooms and children will be familiar with them.</li> </ul>	<p>Evidence of pupils' improved use of correct sentence structure 50% increase in number of pupils achieving ARE in writing</p>
<p><b>Total Cost</b> <b>Allocation cost from catch-up fund</b></p>		<p>£.....</p>

## Intervention Offer

Year Group	Action	Intended outcome
Year 3	<p><b>Maths</b> Weekly teaching session for focus children - 32 children - to reinforce the maths lesson in class:</p> <p>Children will be multiplying and dividing using the method given in the lesson. Children will use a visual representation to be able to add and subtract in a column method. Children will know their HTO and use this confidently to add and subtract using column method.</p>	<p>Focus children will be confident in the methods and concepts taught</p> <p>50% of pupils to achieve the expected standard in year 3</p>
Year 3	<p><b>English</b> Weekly teaching sessions for up to 32 children to reinforce the lesson in class:</p> <p><b>Reading focus</b></p> <ul style="list-style-type: none"> <li>● To be able to select, highlight and write an answer using what they have selected/highlighted in the text.</li> <li>● To be able to give another word for the word used in the text – thesaurus thinking</li> </ul> <p><b>Writing focus</b></p> <ul style="list-style-type: none"> <li>● Children will be able to use a full stop and a capital letter in a simple sentence.</li> <li>● They will use only one conjunction and then a full stop.</li> </ul> <p>They will use the vocabulary learnt from their reading lesson in their written work.</p>	<p>Focus children will be confident in the retrieving information from a text. They will demonstrate a broader vocabulary in their spoken and written work.</p> <p>60% of pupils to achieve the expected standard in reading in year 3</p> <p>80% of pupils to write in grammatically correct simple sentences</p>

Year 4	<p>Maths</p> <p>Small group teaching of target children by qualified teacher, focusing on</p> <ul style="list-style-type: none"> <li>• 3NF–1 Secure fluency in addition and subtraction facts that bridge 10,</li> <li>• 4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.</li> <li>• 4NPV–2 Recognise the place value of each digit in four-digit numbers</li> <li>• 4NPV–3 Reason about the location of any four digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.</li> <li>• 4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)</li> </ul>	<p>95% of year group secure in place value and the value of digits within a number.</p> <p>50% of year group achieve the expected standard at the end of year 4</p>
Year 4	<p>English - writing</p> <p>Small group teacher support</p> <ul style="list-style-type: none"> <li>• I can understand what makes a sentence.</li> <li>• I can identify the subject and the verb in a sentence.</li> <li>• I can construct and punctuate a simple sentence.</li> </ul>	<p>95% of pupils can think, say write a sentence and correctly punctuate the sentence</p> <p>40% of pupils at age related expectations by the end of the year.</p>
Year 4	<p>English - reading</p> <p>Small group teacher support</p> <p>I can locate specific information in a text to find answer to questions (retrieval)</p>	<p>target group can all locate information accurately in a text</p> <p>60% at age related expectations in reading</p>
Year 5	<p>Maths</p> <p>Daily 20 min teacher time with focus pupils - 24 children to secure key concepts:</p> <ul style="list-style-type: none"> <li>• Understanding of place value. E.g. 10 tens is 100, 10 hundreds to 1000, etc.</li> <li>• Being able to partition the same number in different ways.</li> <li>• Understand the value of the digits in larger numbers.</li> <li>• Number bonds to 10, 20, 50, 100, 1000, etc.</li> </ul>	<p>Target group secure these key concepts as springboard for accelerated progress:</p> <p>place value          arithmetic fluency - mental calculations, number bonds and times tables</p>

	<ul style="list-style-type: none"> <li>• Adding and subtracting single digit numbers mentally with speed.</li> <li>• Adding and subtracting 10, 100, 1000 to a number.</li> <li>• Counting, adding and subtracting over boundaries.</li> <li>• Doubling and halving.</li> <li>• Multiplying and dividing by 10, 100, 1000.</li> <li>• Times table knowledge.</li> </ul>	
Year 6	<p>Maths</p> <ul style="list-style-type: none"> <li>• Fractions - equivalence, ordering, adding and subtracting, multiplying and dividing, mixed numbers and word problems</li> <li>• measurements and data handling focus</li> </ul> <p>Small group teaching daily for target group with dedicated maths teacher</p>	increase percentage at the expected level from 30% to 50%
<b>Total Cost</b>		£35680
<b>Allocation cost from catch-up fund</b>		

<b>Summary Catch-up Grant allocation</b>	
<b>Teaching and Learning Whole School Strategies</b>	<b>£</b>
<b>Targeted</b>	<b>£</b>
<b>Intervention</b>	<b>£35680</b>
<b>Total</b>	<b>£35680</b>
<b>Allocation</b>	<b>£35680</b>