



# **Covid-19 Curriculum Catch Up Proposal and Action Plan**

October 2020

## Funding Provision for Katherine Semar Schools

In June 2020, the government announced £1 billion of funding to support children and young people to catch-up learning lost due to the COVID-19 pandemic. This funding includes a £650 million one off premium during the 2020 – 2021 academic year to support schools in identifying the children that have lost most during the school closure and put catch-up programmes in place to best support them.

Katherine Semar Schools are eligible to receive this premium up to a maximum of £80 per child from Early Years through to Year 6.

	<b>No. of pupils (Oct. 19 census)</b>	<b>Per Pupil Rate</b>	<b>Provisional Allocation academic year 2020 to 2021</b>	<b>Autumn 2020 Payment</b>
Junior	251	£80	£20 080	£5 020
Infant	179	£80	£14 320	£3 580
Total	340	£80	£34 400	£ 8 600

Across the academic year, Katherine Semar Schools will receive a total premium of £34 400. The payments have been split into three, with the first having already been made. The second and third payments will be made in the spring and summer terms respectively.

Although the funding is divided this way, schools are encouraged to consider the premium as a whole payment and to allocate resources accordingly in a way that best supports their cohort, prioritising support for pupils according to their needs.

## Allocation of funding

At Katherine Semar Schools we have a dedicated and experienced team who are all focussed and determined to provide the very best education to the children that they teach and support. This has by no means lessened with the current pandemic and staff have been assessing and identifying needs from the very first day of the 2020-2021 academic year. All teachers are committed to delivering high quality and well-planned lessons across the whole curriculum and actively use formative assessment to reflect on the needs of their class.

With this in mind, alongside the requirements set out by the government, we have used the Education Endowment Fund's (EEF) tiered model in order to best allocate funds to support the needs of pupils in our setting.

### **Part 1: Teaching**

#### *Grow the Good*

The EEF state that 'great teaching is the greatest lever schools have to improve outcomes for schools'. This is no different at Katherine Semar Schools where support is given to teachers in the form of high quality CPD to develop an engaging and broad curriculum that encourages deep thinking from all learners.

This will include:

- CPD to support great teaching
- Pupil assessment and feedback
- Transition support

## **Part 2: Targeted Academic Support**

### *Love to Learn*

Again, according to research by the EEF, the smaller the group receiving targeted support, the better. However, this can be in the form of small groups or one to one. Crucially, it is the relationship between the teacher and the pupil that makes the most difference so care should be taken to ensure that the right adult delivers the support. The EEF states that support from trained teachers is likely to have the greatest effect. However, as is already the case with the reading fluency intervention in year 6, rigorous training should be given to any teaching assistants that are going to facilitate the interventions.

This will include:

- One to one and small group tuition
- Intervention programmes
- Learning mentoring

## **Part 3: Wider strategies**

### *Future focus*

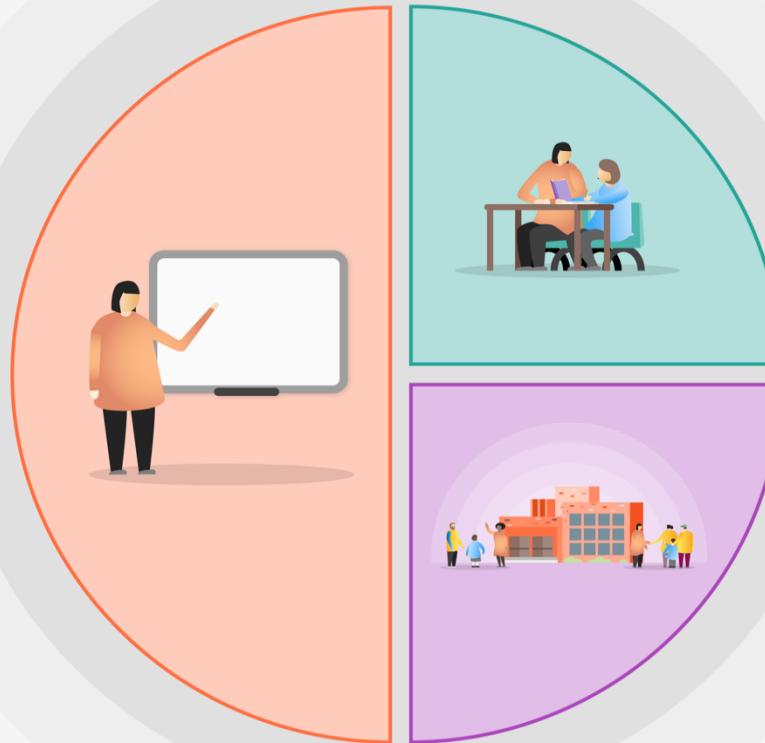
Attention must also be paid to the future and how the premium can be best used across the whole year, especially in the case of a school closure.

This will include:

- Supporting parents and carers
- Access to technology
- Access to school

## 1 Teaching

- Phonics procedures filmed and weekly staff meetings to consolidate the already excellent practice.
- KS2 teachers to use low stakes assessments to identify learners with the greatest need in reading and writing and invite them to after school clubs.
- KS2 teachers to provide support across the both key stages to deliver intervention or general support, when their class is swimming.
- Whole school focus on reading for pleasure and exposing all learners to high quality texts – linked with the new library.



## 2 Targeted academic support

- Targeted small group and one-to-one interventions differentiated by learner needs – the KS Rainbow.
- Increased Learning Mentor time

## 3 Wider strategies

- Facilitating access to online learning for all children.
- CPD all staff on designing and delivering remote curriculum.
- Workshop/support for parents on how to help your children learn online including phonics for EYs and KS1 and mathematics for KS2.
- Laptop scheme in place for children who are self-isolating.

## COVID-19 Catch-up premium statement 2020-2021

### The Katherine Semar rainbow: Hope after the storm

We have identified the main barriers to learning and will combat these using the Katherine Semar rainbow in section two of our targeted support section with 1-1 support or targeted intervention.

#### Identified barriers

Area	Barrier	Rationale for targeted support
<b>Personal, social, and emotional</b>	Children in Early Years entered reception with a lower baseline than previous cohorts. They need particular attention on growing independence skills as well as taking turns and learning together.	EEF research: Social and emotional learning +5 months
<b>Speech and language</b>	We have noticed that a significant number of our children are coming in with a low baseline with their speech and language. We also feel that the speech and language service are increasingly stretched and certain children need additional support to catch up.	EEF research: Oral language interventions +5 months
<b>Phonics</b>	Children were given high quality phonics teaching in lockdown and 95 per cent of children will pass the phonics test in Year 2. However, some children will need targeted support to ensure they catch up.	EEF research: Phonics interventions +4 months
<b>Reading</b>	Pupils accessed reading while on lock down so their decoding is still strong, however their fluency and comprehension skills are not as developed in some cases as we would have expected at this stage. The pupils ability to read for a sustained period has also been affected	EEF research: Reading comprehension strategies +6 months
<b>Writing</b>	The pupils carried out a lot of writing during lockdown but their grammatical accuracy and handwriting have not developed as much as they would have without lock down.	EEF research: Small group tuition +5 months
<b>Mathematics</b>	The pupils have come back relatively strong in maths however the gap has widened. We have found that most areas were covered but not in the same depth as if they had been taught face to face. There seems to be more	EEF research: Mastery learning +5 months

	identified gaps in space, shape and measure. is an example of this. The ability to apply and also to think around an unfamiliar problem is an area that the children have come back weaker in.	
<b>Well-being</b>	The pupils really benefited from returning before the summer holidays. However, there were still children who are suffering because of lockdown who will need additional support. This may be due to bereavement or poverty or parent's mental health.	EEF research: Social and emotional learning +4 months

<b>Planned expenditure</b> <i>The listings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools</i>				
<b>Part 1: Teaching</b> <i>Grow the Good</i>				
EEF recommended area	Chosen approach	Staff lead	Cost and budget	Date and review
<b><u>Supporting great teaching</u></b>  Phonics	Phonics procedures developed for all staff and filmed for consistency of approach.	CD	School Donation COVID catchup <b>£0 SLT in place</b>	Phonics procedures have been implemented and two members of staff continues to have instructional coaching to support their teaching.
	Weekly staff meetings focused on consistent approaches for different aspects of the phonics lesson.	CD	<b>£0 SLT in place</b>	
	Instructional coaching for any teacher who has missed training due during pandemic.	HB	<b>£0 Class teacher in place</b>	Years 5 and 6 continue to be split into three classes with the year 5 cohort

Year Six – English and Mathematics	Year Six split into three classes in the morning.	RA	<b>£0 DHT in class</b>	having been in smaller classes for both 5 and 6.
Year Five – supporting new children in school Reading	Year Five split into three classes all day.  Reading training given for all teachers to develop fluency and – partnered reading EYs, Y1	JS	<b>£52,161</b>	Training received and three Tas delivered fluency interventions to Y5/6.
Mathematics	Times tables taught and new system developed to promote fluency.	BM	<b>£0 DSI in place</b>	Times Tables system reviewed and implemented. System refined to ensure best possible outcomes for all pupils.
		CD	<b>£200 supply cover £496 badges (some costs will be recharged to parents)</b>	
<b><u>Clear assessment and feedback</u></b> Assessment will take place so gaps to be identified after a settling in period.	Previous year’s end of year assessments given after 3 full weeks of core teaching (Year 6) and after 10 weeks for year 3 to 5. The curriculum will then be modified and individualised and from this 1-1, boosters and interventions will be put in place to bridge gaps.	AH	<b>£200 photocopying</b>	Gaps identified and programmers in place.
CAT testing for children in Y3 and Y4,	To identify children who are underperforming possibly due to effects of lockdown..	AH	<b>£1332.09</b>	
<b><u>Transition Support</u></b> Pupils are familiar with school before they join.	All new families to the school were given personal tours in July on a 1-1 basis.	JP	<b>£0 SLT in place</b>	New pupils have settled in well.Appropriate resources in place for pupils with additional needs.
		KM	<b>£0 SLT in place</b>	



<p>Parents know the school's routines.</p> <p>Parents clear about Secondary transfers and how to complete forms.</p> <p>New parents applying to school will have a virtual tour.</p>	<p>Early Years teacher contacted all nurseries prior to children joining the school.</p> <p>Zoom meetings with new parents.</p> <p>Virtual tour of school and procedures recorded and put online.</p> <p>All info from secondary's shared virtually.</p> <p>Virtual tour sent to nurseries, advertised in newspaper, twitter and put on website.</p>	<p>AH</p> <p>AH</p>	<p><b>£0 SLT in place</b></p> <p><b>£0 SLT in place</b></p>	<p>All nursery visits completed.</p> <p>Successful secondary transfer.</p> <p>Virtual open day feedback very positive. In person tour resumed October 2021.</p>
<b>Part 2: Targeted Academic Support <i>Love to Learn</i> (Katherine Semar rainbow)</b>				
<b>Personal, social, and emotional</b>	<p>Additional staff to scaffold play and support personal and social development as well as independence skills in EYs.</p> <p>Delay the start of some more formal teaching by two weeks to scaffold play.</p>	<p>CDo</p> <p>CDo</p>	<p><b>£8934</b></p> <p><b>£0 CTs in place</b></p>	<p><b>January 2022</b></p> <p>JF £9595 AO £8564 GB £1559</p>
<b>Speech and language</b>	<p>Use Wellcomm speech and language resource to identify and support children with speech and language difficulties.</p> <p>We successfully applied to the Nuffield Early Language Intervention and will receive free training and resources. This will identify five children to intensively work with a trained TA to accelerate their speaking and language progress.</p>	<p>CDo</p> <p>CDo</p>	<p><b>£470</b></p> <p><b>TA in place (as above)</b></p>	

<b>Phonics</b>	Targeted catch up in Y2.	JB, KC	£3161	
	Targeted catch up in Y1	KM	£3161	
<b>Reading</b>	Fluency training for 2 TAs who will work with x3 identified groups initially in Y6.	BM KMa, KWh	£6923	<b>January 2022 Revised costs</b>  KMa £1385 KT £8471
	TA to work with targeted children to improve phonics, fluency and comprehension (Year Three)	KT	£3160	
	TA to work with targeted children to improve phonics, fluency and comprehension (Year Four)	KF	£3160	
<b>Writing</b>	Teacher to catch up with writing identified in Y6,	GB	£3413	<b>January 2022</b> £2657 spent
<b>Mathematics</b>	Teacher to run after school 1-2 sessions for identified children in Y6,	LT	£2018	<b>January 2022</b>  LT £286 KW £1802
	Small group maths interventions for Y6 to work on specific gaps from arithmetic.	KWh	<b>TA in place (as above combined with fluency intervention)</b>	
	TA to work with targeted children to work with specific children who have identified gaps (Year Three)		<b>As above</b>	
	TA to work with targeted children to work with specific children who have identified gaps (Year Four)		<b>As above</b>	

<b>Well-being</b>	Learning mentoring to support children identified of suffering with poor well-being as a result of pandemic. (14 hours per week)	LS, JB, JC	<b>£6923</b>	24 children benefitted from learning mentoring.
	Listening service newly established to support children whose parents wish for them to have informal support. – Stort Valley Trust. 3 hours a week.	AH	<b>£0</b>	Very successful project with a useful rooted club in place to aid transition.
<b>Part 3: Wider strategies</b> <i>Future focus</i>				
<b><u>Supporting Parents and Carers</u></b> Parents can extend school day to allow work patterns  Pupils are able to access home learning and where needed have paper copies of work.  Anxious parents given time and support	Breakfast club split into seven bubbles.	JC	<b>£2082</b>	Parents able to access some wrap around care while staying in bubbles.
	Sports clubs and other after school clubs provided in bubbles.	TG	<b>£7340 Used existing sports premium</b>	18 laptops given to children.
	IT support provided and equipment lent to parents- 8 laptops	RA	<b>£4632</b>	
	Work photocopied for children who have no access to printers.	RP	<b>£100</b>	All work given to children who needed it.
	SENCO/ HT to work with parents and signpost to other service e.g. Barnardos family workers	JP/KM	<b>£0 SLT in post</b>	SLT continued to support vulnerable families. During lockdown teachers had weekly (often more) contact with parents/ children who were struggling in lockdown.

<p><b><u>Access to technology</u></b></p> <p>This is split into four sections:</p> <p>Pupils who are off during isolation have work to complete</p> <p>Pupils are off due to a closure have remote learning.</p> <p>Medically shielding pupils can still access learning</p> <p>Pupils need devices to work at home</p>	<p>Staff have had training on new platform Seesaw as well as using Youtube for recording lessons.</p> <p>Online resources prepared for pupils who are being tested.</p> <p>Daily learning letters on website and seesaw used for feedback.</p> <p>Online learning on website each week.</p> <p>We have Acquired another set of laptops in school which can be used to lend to families with no access to online learning.</p>	<p>RA</p> <p>AH</p> <p>AH</p> <p>LC</p> <p>RA</p>	<p><b>£0 SLT in post</b></p> <p><b>£0 SLT in post</b></p> <p><b>£0 SLT in post</b></p> <p><b>£0 CT in post</b></p> <p><b>£0 as above</b></p>	<p>During the second lockdown all teachers used see saw to provide marking and feedback to children, You tube continued as well as online lessons.</p> <p>Online resources available at all times for children self-isolating.</p> <p>18 laptops were given to families who could not access online learning. In addition vulnerable children were identified and invited into school as well as EHC children and key worker provision (up to 28 per cent of children).</p>
<p><b><u>Access to site</u></b></p> <p>The main objective is to keep the school open for as long as</p>	<p>Extra MDA needed to have year group bubbles at lunchtime</p> <p>Extra cleaner</p> <p>Sanitiser, soap and hand towels.</p> <p>Additional cleaning products.</p>	<p>JP</p> <p>SS</p>	<p><b>£0</b></p> <p><b>£1827</b></p> <p><b>£2703</b></p> <p><b>£1213</b></p>	<p>Bubbles maintained at lunchtimes.</p> <p>Extra cleaning continued through the lockdown.</p>

<p>possible to as many children as possible. To make this work we have on going costs with cleaning, more hand soap and sanitizer used, daily monitoring and supervision to keep bubbles separate</p>				
<p><b>Covid Catch up Grant £34,400</b>  <b>Donations £3916</b>  <b>School Budget £ 77,293.09</b></p> <p><b>TOTAL £115,609.09</b></p>				