



Covid-19 Curriculum Catch Up Proposal and Action Plan

Version 1 – November 2020

Funding Provision for R A Butler Academy

In June 2020, the government announced £1billion 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.

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

	No. of pupils	Per Pupil Rate	Provisional Allocation academic year 2020 to 2021
Infant	273	£80	£21, 840
Junior	373	£80	£29, 840
Total	646	£80	£51, 680

Allocation of funding

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

The EEF state that 'great teaching is the greatest lever schools have to improve outcomes for schools'. This is no different at RAB 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

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

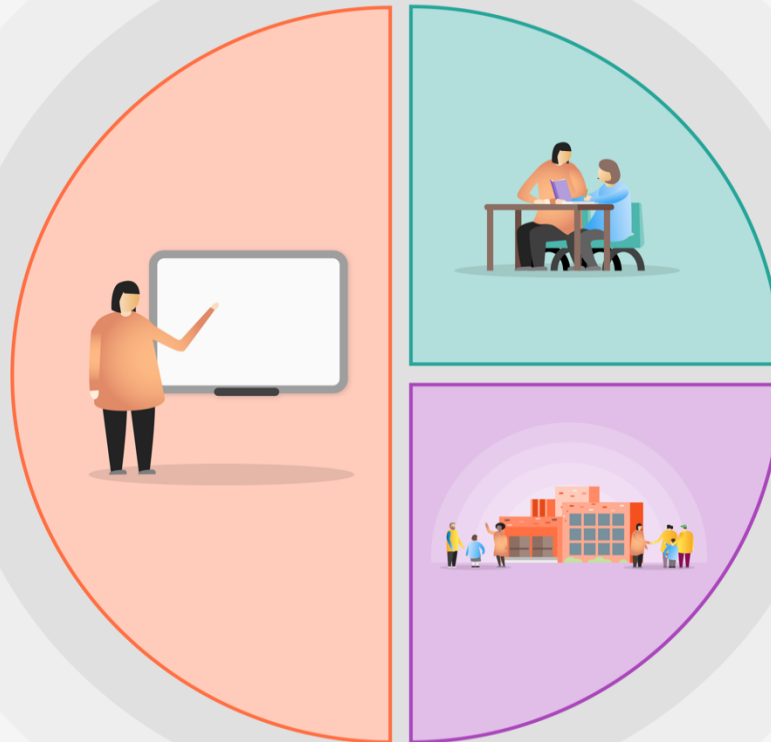
Attention must also be paid to the future and how the premium can be best used across the whole year, especially in the case of a school closure.

This will include:

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

1 Teaching

- CPD programme on developing vocabulary across English curriculum and other subjects
- Lesson study approach utilised to promote Everyday Excellence across year groups with specific focus on phonics and bottom 20%
- Further embedding of low stakes quizzing and retrieval practice to support long term memory development
- CPD refreshing effective feedback strategies in class and AfL techniques
- Development of effective reading strategies in whole class reading and funky fluency interventions



2 Targeted academic support

- Additional TA support in EY and Year 1 to focus on language development, speech and language for targeted children
- Additional teacher employed in Y3 to focus on targeted areas of need
- Booster and 1:1 groups in UKS2

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

Identified barriers

Area	Barrier	Rationale for targeted support
Personal, social, and emotional	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
Speech and language	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. This is also a continuing issue in Year 1	EEF research: Oral language interventions +5 months
Phonics	Children were given high quality phonics teaching in lockdown and a high per cent of children will pass the phonics test in Year 2. However, some children will need targeted support to ensure they catch up. Also the gap has widened in Year 1 between those that completed phonics in lockdown and those that did not	EEF research: Phonics interventions +4 months
Reading	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
Writing	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
Mathematics	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. Fluency is not too bad, but application to reasoning and problem solving is not as strong	EEF research: Mastery learning +5 months

Well-being	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 attachment or poverty or parent's mental health.	EEF research: Social and emotional learning +4 months
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Planned expenditure <i>The listings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools</i>				
Part 1: Teaching				
EEF recommended area	Chosen approach	Staff lead	Cost and budget	How impact will be measured
<u>Supporting great teaching</u>				
Reading development	High quality CPD for teaching and support staff in developing reading fluency and whole class reading	DSI	£0 – staff in place	All impact measured each term via assessments and progress measures
Phonics	Lesson Study approach in Infant school to focus on best practice and bottom 20% of children – regular review with teachers and support staff	JC	£0 – cover internally	
		KS		

Every Day Excellence in the classroom	CPD focusing on effective feedback techniques to have an impact on learning.	KS	£0 –internal staff	
Maths CPD	AfL CPD - embedding work on low stakes quizzing and retrieval Focus on mastery, retrieval and planning for scaffolding to catch up	AL		
<u>Clear assessment and feedback</u> Assessment will take place so gaps to be identified after a settling in period.	Analysis of ‘missed curriculum’ carried out and plans adapted for Autumn term to fit key learning in. Regular on-going in class assessments and teacher adjustments being made.	JC	£0 staff already in place	As above
Formal termly assessment	To identify children who are underperforming possibly due to effects of lockdown..	SLT SLT		
<u>Transition Support</u> Pupils are familiar with school before they join. Parents know the school’s routines. Parents clear about Secondary transfers	Virtual tour of school and procedures recorded and put online. Doorstep home visits completed. Outside class visits in summer All info from secondary’s shared virtually.	EV EV		

and how to complete forms. New parents applying to school will have a virtual tour and zoom meeting EY to Year 1 transition	Virtual tour sent to nurseries, advertised in newspaper, twitter and put on website. Extended period of play based learning introduced in Year 1 to support coming out of lockdown	EV JC		
Targeted Academic Support				
Personal, social, and emotional	Additional staff to scaffold play and support personal and social development as well as independence skills in EYs. Delay the start of some more formal teaching by two weeks to scaffold play.	SS	£8, 500	EY baseline data and half termly assessment points
Speech and language	Additional staff: Use Wellcomm speech and language resource to identify and support children with speech and language difficulties. Targeted specific speech and language intervention with Year 1 children identified as having additional needs from lockdown	SS/GS	£10,000	Entry and exit points from interventions measured
Phonics	Targeted catch up in Y2. Targeted catch up in Y1. Increase phonics teaching to twice a day in Year 1	JC	£0 staff in place £3,320	Termly data Phonics tracking every 6 weeks for progress checks
Reading	Fluency training for TAs who will work with x3 identified groups initially in Y5 and 6.	KS	£0 staff in place	All assessed by termly assessments

	Teacher to work with targeted children to improve phonics, fluency and comprehension (Year Three)	EV	£10, 697	Precision monitoring used for phonics progression
	TA to work with targeted children to improve phonics, fluency and comprehension (Year Four)	EV	£8, 765	
Writing	Teacher to catch up with writing identified in Y6 and Year 2, 1:1 or booster groups (in school or after/before school sessions)	KS/JC	£10,000	Termly assessments
Mathematics	Small group maths interventions for Y6 to work on specific gaps from arithmetic. Teacher for Year 5 maths additional group (Autumn term) Teacher for Year 6 fourth maths group	KS	£0 – staff already in place	Weekly fluency progress checks Half termly maths assessments
Well-being	Learning mentoring to support children identified of suffering with poor well-being as a result of pandemic.(14 hours per week)	SS	£0 staff already in place	Pupil voice at start and finish of support
Wider Strategies				
<u>Supporting Parents and Carers</u> Home learning and linking to school	Regular phonics, reading and maths videos shared with parents to support homework and remote learning	JC	£0 cost	Early Years surveys

	<p>Bubble based wrap around care provision in place</p> <p>Access to clearer online learning platform to ease access and feedback (seesaw) for years 1-5.</p> <p>New tablets purchased to allow access to online platform for sharing school work with home</p>	<p>KS</p> <p>KS</p>	<p>£1, 800</p> <p>£5000</p>	<p>Survey of parents for soft data</p>
<p><u>Access to technology</u></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>Staff have had training on new platform seesaw as well as using youtube for recording lessons.</p> <p>On line resources prepared for pupils who are being tested.</p> <p>Weekly learning letters on website and seesaw/tapestry/TEAMS used for feedback.</p> <p>Online learning on website each week.</p>	<p>KS</p> <p>Year groups</p>	<p>£0</p>	<p>Parental survey</p> <p>Quality impact assessment for work missed and progress against termly targets</p>

Pupils need devices to work at home	We have another set of laptops in school which can be used to lend to families with no access to online learning.			
<p><u>Access to site</u> The main objective is to keep the school open for as long as 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>Extra MDA needed to have year group bubbles at lunchtime Extra cleaner Sanitiser, soap and hand towels. Additional cleaning products.</p>		<p>£3000 £8000</p>	
<p>Covid Catch up Grant £51,680 School Budget £ 14, 082 (plus all other costs recorded as £0 due to re-allocation of current staff – in excess of £50,000) TOTAL £65, 762</p>				