



Covid Catch Up Recovery Curriculum 2020-2021



Catch-Up Premium- Sundon Lower School

The Government has announced that £1 billion of funding has been earmarked for schools to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time due to Covid-19. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

Sundon Lower School anticipate we will £4,560. Below is our action plan for how the funding will be spent. This will be reviewed each term by Trustees and Leaders.

Funding on October 2020 census- approx. 57 children on role at £80 per child equates to £4,560					
Areas to address	Actions	Finance	Monitoring	Timing	Impact
Additional 1:1 and small group teaching for identified pupils/ groups and most vulnerable learners	<p>Catch up TA to support and accelerate learning by supporting individuals/ small groups with key concepts and consolidate basic skills in literacy and maths.</p> <p>The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.</p>	1x TA- 8.75 hrs per wk- sessions per week x 2.5 terms = £4K	Recovery planning in place-Drop ins during the sessions, impact and follow up after sessions- pupils assessed PPM cycle	Over a term, 20 x 40min sessions between key stages	Individuals or groups who were originally below expected standard are making better than expected progress each term
Additional group teaching in each year group	TA's to support catch up/ consolidation sessions on key concepts for pupils who need this support within the year	2xTA's – supporting English/ Maths lessons	Planning in place- impact and follow up after sessions- pupils assessed PPM cycle	English and Maths daily lessons	Individuals and groups to have made more than expected progress within

	Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age	(£2K from PPG funding)			the year to get them to expected standard
Assessment	Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly. Assessment levels- follow schools monitoring and assessment cycle Monitoring from subject leads and SLT to ensure planning and delivery is strong and supporting progress	PPM meetings/ SLT	PPM cycle- half termly	Half termly	Analysis of data and PPM discussions closely monitor and evaluate interventions so gaps in children's learning are identified, taught and children move closer to expected levels
Reading	Daily independent reading a day TA – additional reading for individuals/ small groups dependent on need. High quality questioning focusing on early reading skills, vocabulary, comprehension, inference, fluency as skills develop	In class TA- 1 hr sessions across key stages= Purple Mash On line reading	English SL/ SLT	2.5 terms, 2 hours per week	Children's fluency and understanding, vocabulary in reading improves. Children move closer to expected/+ levels
Phonics progression	Phonics Progression for Years 1,2 and 3 Daily and ½ term assessments of phonics through everyday teaching. Missed teaching through school closures to ensure phonics phases and spelling patterns have been taught.	Covered in class time initially	Autumn 1 Pupil Progress Meetings and half termly ongoing Analysis of results	Daily lessons	Increased levels of phonics and reading levels. Y2 pupils meet Phonic screening threshold- Autumn 2020
English writing	Teachers to have clear understanding of the key skills and objectives in the previous year's learning. Use these as	In class	English SL	On going	Children will be fully caught up and on track within 2 years- we hope

	<p>basis of the Autumn terms planning incorporating some of key current year group objectives. Spelling sessions separate to main English lesson. Staff using precise questioning and feedback to gain maximum progress from all learners.</p> <p>Working through well sequenced, purposeful learning schemes. For example, our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics.</p>		Monitoring planning and book scrutiny- feedback to support progress		this would be within a year
Behaviour for learning	<p>Establish the expectations in class and school of the 'new normal' social distancing, hand washing, walking around corridors etc. Embed Values education through modelling behaviours and language. Attendance and punctuality to be rigorously monitored and supported with school procedures daily</p>		Class and school expectations- SLT, Teachers, TA's, MDS. Attendance- OM/ HT	On going throughout year	Good learning behaviours in class and around school, positive ethos Attendance target 96%+
Maths	<p>Working through well sequenced, purposeful learning schemes. For example, maths schemes are being adapted to focus on missed objectives and consolidate the basics. Planning adapted using Hamilton Trust/ White Rose recovery material. Children have 'Power Up' sessions on board ready when they come in so that learning can start straight away. Basic skills and concepts consolidated through pre teaching.</p>	In class Purple Mash	Maths SL/ SLT PPM/ book scrutiny	On going throughout year	Children will be fully caught up and on track within 2 years- we hope this would be within a year

	Times tables recall, basic addition & subtraction fact recall and problem solving relevant to age.				
PHSE	PHSE curriculum reviewed and implemented throughout Autumn term. Mindfulness focus alongside in class Values assemblies and reflection time (Mindful minutes/ yoga)	Curriculum time	PHSE SL/ SLT	On going	Children feel happy, engaged and mentally healthy
PE	With children having spent more time indoors essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life. 2 PE lessons taught per week plus daily additional active time (Jump Start Jonny/ Joe Wicks etc)	Curriculum time	PE SL/ SLT Pupil voice	Throughout the year	Children develop PE knowledge and skills to keep themselves fit and healthy
Mental health, wellbeing and social skills development	Staff and pupils – to ensure all feel safe and secure being back in school. To build on all stake holders resilience being within school and how we move on from Covid 19. Emotional well- being and resilience CPD for teaching staff and cascaded into PHSE curriculum. Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months	INSET/ Staff meeting/ in class	PHSE SL/ SENDco/SLT	On going throughout the year	Pupils, staff and Trustees understand what has happened and how we move on in strength to strength to support all for rest of lives. Resilience in all we encounter.
Mental health, wellbeing and social skills development	Developing healthy lifestyles through outdoor learning/ healthy eating and being active project	£2K (£1K Covid Grant LA application)	Pupil survey and feedback Drop in during sessions	Spring term onwards	Children feel happy, engaged and mentally healthy

					Children understand and actively participate in range of growing, cooking and exercise to develop healthy lifestyle
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