



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

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.

Schools should set out how they will allocate the additional funding to support curriculum recovery 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.

EEF Guidance

The EEF guidance suggests a 3-tiered approach:

1. Teaching

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

2. 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)

3. 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

Our School Aim: Our aim is to ensure that every child will overcome any barriers created due to the Coronavirus pandemic; emotionally, physically and academically. We will do so by focusing on attendance and behaviour, high quality teaching and by knowing our children as individuals with individual needs. We have a culture embedded within the school where we are determined that every child will be the best that they can be. We will promote quality learning experiences, care for individuals, encourage personal achievement and work together to develop our children as good citizens. As a result, we will develop successful learners, confident individuals and responsible citizens.

Our Aims and Priorities in Response to Covid 19:

- To use additional funding to ensure any gaps in learning due to COVID-19 are closed within the academic year.
- To teach an ambitious and broad curriculum in all subjects.
- To prioritise teaching to address significant gaps in pupils' knowledge with the aim of returning to each year groups normal curriculum content.
- To develop and further enhance strategies to support memory and recall for children in all year groups.
- To plan and teach high quality remote learning (responding to the needs to our parental community as identified via a questionnaire) that it integrated into the school curriculum planning during lockdown periods or due to children self-isolating.
- To base planning on the educational needs of pupils, identified through highly effective assessment.
- To address and mental health or well-being concerns for pupils, families and staff.
- To employ additional teaching staff to deliver planned lessons so that our teachers can provide quality first small group teaching sessions matched to their knowledge and needs of individual and groups of children.
- To work closely with our Speech and Language Resource Provision Manager to contribute towards the delivery of individualised speech and language therapy interventions.
- To ensure our SENCO is working in partnership with vulnerable families or those who have had negative experiences during lockdown.
- To provide emotional support and development for children through the specialist intervention of our trained Emotional Literacy Support Assistants (ELSAs).
- To provide extra cover at lunchtimes to maintain class/year group 'bubbles'

School:	Hiltingbury Infant School		
NOR:	270	Allocated Catch-Up Funding	£21,600 for the school year £12,600 to April 2021 (Autumn and spring term) £9,000 April to August 2021 (Summer tem)
Challenges/Focus areas identified (e.g. curriculum gaps, attendance, mental health/wellbeing)			
1. Impact of school closures (Covid 19) – gaps in learning, different experiences for all children, missed coverage.			
2. Ensuring attendance of all groups is high-promoting importance of regular attendance			
3. Application of phonics within reading and writing for EYFS and KS1 pupils.			
4. Supporting families in addressing gaps in learning.			

Teaching and Whole School Strategies

Quality First Teaching for all

Desired Outcome	Chosen Action/Approach	How Will We Ensure It Is Implemented Well?
Excellent Teaching	<ul style="list-style-type: none"> Ensure all teachers and support staff are supported and prepared for the new year in order to achieve the best outcomes for all pupils. Ensure teachers have training and support to adjust to changes in order to improve the quality of teaching as all pupils return to school. Ensure early career teachers receive additional support as they have had their training reduced and will therefore benefit from additional mentoring and support. Review all pupils progress and attainment during regular pupil progress group meetings, learning walks and book moderation and through data outcomes. Develop phonics and early reading as a priority and ensure that pupils are applying their knowledge and skills in both reading and writing through whole class activities or individual/small group interventions. Support children to build and maintain links between knowledge and skills to enable them to close any gaps that have been created. Ensure that staff continue to have access to high quality CPD via online webinars and virtual training for all subjects, where applicable. Further enhance the breadth and depth of the curriculum using a range of alternative approaches such as virtual trips and the use of online expert lessons/sessions. Develop teacher confidence in the recording and delivery of remote learning. Ensure that we meet the needs of our community in response to questionnaire feedback surrounding home learning. 	<ul style="list-style-type: none"> Inset Day Training Robust CPD for all staff on effective teaching and learning – sharing good practice from colleagues within school. Ensuring we are well informed and up to date with the latest guidance. NQT training to be attended virtually as well as attendance on the Early Career Professional Development Trust. Courses selected using evidence of effectiveness. Ensure children are emotionally and socially settled before assessments begin. Use assessment to ensure learning reflects what children know, understand and can do. Continue lesson observations/learning walks to share excellent practice. Use staff meeting and senior leadership meeting time effectively to focus on book sampling, data and planning to ensure we are meeting the needs of all children. Remote learning policy and engagement levels.
Pupil Assessment and Feedback	<ul style="list-style-type: none"> Use assessments in English and maths to identify pupils who would benefit from additional catch-up support. Use subject specific assessments to identify particular areas where pupils have missed or misunderstood key concepts, to ensure that new concepts build on secure foundations. Provide pupils with high quality feedback, building on accurate assessment at the point of learning, to enable the best pupil progress. Identification of what children know, understand and can do. Use Classroom Monitor to identify groups/individual children who will be supported through effective specific interventions. Benchmarking schemes will be purchased to support teachers' assessments of reading and identify next steps. 	<ul style="list-style-type: none"> Instant assessment of learning to occur within lessons to effectively and rapidly address gaps and move children on in their learning. Training for TAs and SNAs will demonstrate that they are using questioning as a tool for assessment effectively within all lessons. Lesson observations and pupil group meetings. Looking at books will enable us to see how learning is matched to children's needs and supports them in achieving their next steps. Reading assessments will be consistent across the school.
Remote Learning	<ul style="list-style-type: none"> Produce a questionnaire for parents to gather their views on remote learning provided during school closure period (Summer 2020). Create a remote learning policy that considers the needs of our whole community. 	<ul style="list-style-type: none"> Future questionnaires to parents. Feedback from parents/carers following out policy and letters explaining our approach to providing remote learning.

	<ul style="list-style-type: none"> • Ensure more paper packs are generated for each year group (to cater for families with siblings who cannot share technology). • Ensure access to technology, especially for our disadvantaged pupils. • Ensure tasks and software we use for remote learning enables peer interactions to motivate and improve learning outcomes. • Produce parental guides, videos and handouts to enable parents to revisit key concepts as home to equip children to work independently. • Provide different approaches to remote learning (videos, worksheets, Seesaw and Tapestry) to suit different types of content and pupils. 	<ul style="list-style-type: none"> • Pupil engagement • Teacher assessment of remote learning. • Monitoring of remote learning that is provided.
Catch Up Curriculum	<ul style="list-style-type: none"> • Inset Day – Discussions and planning for the catch up curriculum. • Quality first teaching for all – learning is planned to teach missed content and address gaps in learning. Opportunities are created for children to revisit prior teaching and demonstrate what they know, understand and can do. • Clear communication at parents evening and before/after to provide feedback (virtual or otherwise). • Personalised learning tasks that build on what children already know, understand and can do and time with an adult to facilitate this. • Assessment and transition time to get to know ALL children and their abilities/next steps for future learning. • Reading books will be purchased to ensure our school/home reading books are matched to children's phonetic level and allow them to develop as readers. 	<ul style="list-style-type: none"> • Class monitoring visits, book scrutinise and planning scrutiny. • Target group meeting discussions. • Pupil voice meetings. • Support with differentiated planning, where needed, to enable children to access the curriculum and make steps in lessons. • Catch up funding is used to provide small group and one to one interventions. • Reading books across the school will be of good quality and enable children to make good progress in their reading.

Targeted Strategies			
Desired Outcome	Chosen Action/Approach	How Will We Ensure It Is Implemented Well?	Cost
Intervention Programmes	<ul style="list-style-type: none"> • Structured interventions will be delivered either one to one or in small groups three times a week. • These will be delivered by teachers, HLTAs and TAs within each year group. • Interventions will focus on reading, writing and maths. • Interventions will be held regularly over a sustained period and carefully timetabled to enable consistent delivery. • Interventions may focus on other aspects of learning, such as behaviour, social and emotional needs or particular groups of pupils with identified SEND. • We will use a variety of strategies including Precision Teaching, Reading Interventions, Maths Booster Groups, Phonics Booster Groups to name a few. • Employ additional staff where necessary to enable interventions to be carried out 	<ul style="list-style-type: none"> • Monitoring of teaching and learning. • Data and pupil group meetings. • Monitor interventions and review individual pupils' personal learning plans. • Year Group specific priorities identified and support approaches planned through pupil group reviews. • Leadership team monitoring shows that intervention programmes are having a positive impact on pupil progress. 	<p>£6,412.74</p> <p>KS1 3 x PM sessions weekly.</p>
One to One/Small Group Interventions	<ul style="list-style-type: none"> • High quality one to one and small group interventions will be used as a catch up strategy (extensive evidence supporting the impact of this). • Teacher will provide catch up activities focusing on pupils personalised areas for development. 	<ul style="list-style-type: none"> • Progress will show that interventions are having an impact on teaching and learning. (Gaps will be rapidly closed) 	<p>£7,829.64</p> <p>2 x Weekly Supply</p>

	<ul style="list-style-type: none"> This support time will be delivered by class teachers who know their children the best whilst the supply teacher delivers sessions planned by the teacher for the class. 	<ul style="list-style-type: none"> Pupils will achieve their personalised learning plan targets and be moved on to their next steps quickly. Classroom Monitor data will show the gap narrowing across the year groups. 	Cover for CT to target catch up
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Wider Strategies			
Desired Outcome	Chosen Action/Approach	How Will We Ensure It Is Implemented Well?	
Supporting Staff	<ul style="list-style-type: none"> Provide access to suitable mental health and wellbeing support for staff e.g. My Healthy Advantage app. Ensure that all staff are aware of and are encouraged to access the counselling service provided through Hampshire. Continue to promote a school ethos of kindness and support in line with our school values. 	<ul style="list-style-type: none"> Ensure that all staff are aware of and are able to access the support services If staff are struggling to return to work, counselling services will always be offered as part of the return to work conversation Include in performance management conversations 	
Supporting Parents and Carers	<ul style="list-style-type: none"> Continue to work with parents/carers and the wider community making use of software platforms such as Tapestry, Seesaw, electronic communications, social media platforms and via our school website. Headteacher, Deputy Head and SENCO will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. Parents evening sessions will continue virtually via Zoom. A virtual 'open day' video and admissions package with virtual sessions will be provided to prospective parents. Phone calls/emails will be encouraged to deal with additional queries, questions or concerns. Visual presence of Headteacher and Deputy Head outside on the gate socially distanced and wearing a face covering to support parental communication. 	<ul style="list-style-type: none"> Staff will be confident in the use of technology to support increased communication with parents. Headteacher/Deputy Head on front gates each morning to greet parents and children. Information in weekly newsletter plus on school website and Instagram page. SLT available for telephone conversations. Email virtual tour, and open day presentations to parents who attended and upload all to our website/social media platforms. Communications are clearly relayed to all essential visitors. 	
Supporting Pupils	<ul style="list-style-type: none"> Social, emotional and physical needs will be focused on as children return in September. Learner for life skills (Hiltingbury Heroes) have been revamped to ensure children are developing those essential skills such as resilience. Assemblies will be delivered 'virtually' from both the Headteacher and Deputy Head to address key themes and issues (planned and in response to staff feedback). 	<ul style="list-style-type: none"> Attendance and behaviour will be consistently good. Monitoring and teaching and learning walks will reflect this. Dialogue with parents/carers. School council will be able to feedback on any issues. 	

Evaluation/Impact		
Action / Strategy	Impact	Future Steps

Accountability and monitoring: As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.