

Coomb Briggs Primary School

COVID Catch Up Plan

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.

Use of funds (DfE Guidance):

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. We have considered this when planning our approach for the use of this funding.

EEF recommendations:

- Teaching and whole school strategies
- Supporting great teaching
- Pupil assessment and feedback
- Supporting remote learning Targeted approaches
- One to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational Needs and Disabilities (SEND) Wider strategies
- Supporting pupils' social, emotional and behavioural needs
- Supporting parent and carers
- Access to technology

Barriers to learning identified:

- Loss of learning due to school closure
- Pupil attitudes to learning and resilience and stamina to access learning for longer periods of time
- Changes in behaviour, including anxiety, self-esteem and self confidence
- Maths: Some content has been missed, leading to gaps in learning. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and may have forgotten once taught calculation strategies.

- Writing: Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown may be less affected.
- Reading: Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
- Non-core: There are now likely to be significant gaps in knowledge – whole units of work have not been fully taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum

At Coomb Briggs Primary School, Covid Catch-up money will be used in order to provide:

- Curriculum resources and materials that support "catch up" and mental health of all pupils.
- Training needs of staff in order to support them in continuing to deliver targeted and focussed teaching.
- Additional support and teaching staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.
- Inclusive provision of all pupils within school.
- Opportunity for 1:1 provision and small group teaching

Catch Up is:

- **Working through well sequenced, purposeful learning schemes.** All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in-line with National Expectations.
- **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.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons. These will be carefully planned across the school to ensure all children's needs are met.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. We undertook baseline assessments in the first part of the Autumn term for all children to identify gaps in learning. Further 'baseline' assessments will take place following the first few weeks of teaching back in school to allow teachers to fully understand where the children are in terms of knowledge and understanding.
- **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. A main focus across school on PSHE and SMSC through mindfulness and circle time etc.

We will provide regular opportunities for pupils to express feelings and anxieties and to ask questions.

- **Additional support and focus on basic core skills for children who need it.** Supported by additional staffing utilising catch up premium – dependent on need as identified through on-going assessment.
- **Additional time to practice basic skills for children who need it.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

We will review this plan as necessary