

Covid Catch up Recovery Curriculum 2020-2021

"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". **Coronavirus (COVID-19) catch-up premium, July 2020**

Funding on Oct Census - 203 children on role- at £80 per child equates to £16,240					
Area to Address	What we are doing?	Finance	Monitoring	Timing	Impact
Additional small group teaching for most vulnerable to address catch up to ARE.	HLTA accelerating learning by taking small groups of children (6 – 8 children) to focus learning on their needs closing the gap in their learning.	HLTA x 5 morning sessions £8028 Whiteboard cost to allow HLTA to take small groups to teach - £4000	Drop ins during the sessions, Assessment and book looks.	Over the year, every morning focusing on different bubbles. Autumn – Year 5 and 6	Individuals and groups to made more than expected progress to get to expected standard.
Additional small group teaching for most vulnerable to address catch up to ARE.	Every year group has full time LSA to allow for additional small group teaching within bubbles. (Extra hours / staff in bubbles)	£4,212	Drop ins during the sessions, Assessment and book looks.	Over the year, focusing on different bubbles.	Individuals and groups to made more than expected progress to get to expected standard.

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Assessment levels	Assessment levels will be taken from Spring 2 data and in December as research shows that little information will be given in first few weeks back and only wastes time. We will focus on formative assessment in class to inform teaching and focus teaching to close gaps in learning.		Phase and Subject leads to monitor subjects and Phases. AT, Headteacher and HF, Deputy to monitor groups.	Each term termly	Children to make expected / more than expected progress to return to ARE.
Attendance	Encouraging all children to return to school, supporting families and children with anxiety and concerns. Support from Learning Support Mentor		Attendance monitoring by HF, Deputy Head and CJ, Learning Support Mentor	Half termly meeting. Daily support as required	All children return to full time education.
Well being	Staff and pupils all feel safe and secure being back in school. Focus on staff well being – see wellbeing charter Support from Learning Support Mentor			Throughout the year	Children and staff feel safe and secure and mentally well.

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PSHE	PSHE focused using JIGSAW curriculum World Mental Health Day – 10.10.2020 focusing on kindness		LC to monitor impact and effectiveness of new scheme	Over the year	All children return to school, happy and can regulate and name emotions.
Recovery Curriculum	Recovery curriculum based on Jigsaw curriculum and Here We Are for English and Inspirational Maths Training during September Training Day. Recovery 2 week timetable with enrichment weeks			Autumn term, extending through the year if needed.	All children return to school and happy and ready to learn.
P.E.	Due to children being inside during lockdown and less active, it is essential that children are engaged in high levels of physical activities in breaks, lunches and P.E. sessions	Extra resources purchased	J.H. P.E. lead to monitor P.E.	Whole year	Children to become more active

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Maths	Using mastery approach following Power Maths units teaching, children have Power Up session as start of lesson to recap prior learning. LSA support to pre teach / small group support / after session support to go through to review learning. Using Times tables rocks stars Year 6 investigating purchase of I see reasoning and problem solving to challenge HA.		EH, Maths leader to monitor maths teaching	Over the year	Children to make expected / more than expected progress to close the gap in their learning.
English	Daily independent reading and each child will be heard read aloud each week in school by an adult and recorded. Ensure on correct level and question for understanding Class read Use of CLPE Power of reading strategies to inspire writing opportunities, Separate spelling session		LB, English leader to monitor English teaching	Over the year	Children to make expected / more than expected progress to close the gap in their learning.

