

COVID Catch-Up Curriculum 2020-2021

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.

All schools should teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.

At St Michael's, our catch-up curriculum is based upon the good practice in reading, writing and maths that we have already developed. Our catch up curriculum is based upon EEF recommendations and considers our school priorities. It works in conjunction with our School Development Plan.

Healthy Citizens

It is important that children have support to transition back to school in order to consider their well-being and mental health needs.

EEF (Impact in Months)

Social and Emotional Learning +4

Feedback +8

Intent
Through a Therapeutic Thinking approach, to continue to create a safe, calm, orderly and positive environment in the school, which has a visible and measured impact on the mental health, behaviour and attitudes of pupils and the mental health and well-being of staff.
How we will measure impact? The number of children in crisis reduces over time as we settle them back into their safe space. Feedback from staff and children regarding the new PSHE programme. Anecdotal evidence from feedback at the PMHS and as therapeutic planning meeting. More children in class and less need for SLT to be called to support them.
Implementation
Wave 1 • All teaching staff retrained in the key principals of therapeutic behaviour management as well as the key principals for psychological recovery. • Children arrive in sibling groups to enable them to arrive in school safely and altogether thus reducing stress on the family in the morning. • Feedback policy reviewed as part of the COVID risk assessments to ensure that children still get the opportunity for regular feedback to have the opportunity to speak 1:1 daily with an adult in school and have their successes celebrated. • JIGSAW PSHE programme purchased for delivery from January 2020. Training given to teachers on delivery. This mindfulness approach to PSHE enables staff and children to have a moment of reflection within their day.
Wave 2 • Staff are kept consistent in each class to enable children to feel secure within the school environment. • Children in Year 1 have a bespoke curriculum in the afternoon of Term 1 to support them in terms of continuous provision as they only received half a year in reception.
Wave 3 • Children given support through the SENCO, ELSAs and Leadership team. • Therapeutic support plans created with Cranbury College to give structure to the pupils and to help to engage parents fully in the school. • Primary Mental Health Surgeries to support children in need. • Play therapy and dog therapy put in place for 1:1 children. • Massage therapist from Term 2. • 1:1 ELSA support given to children identified as struggling with mental health during lockdown.
Impact
KS2 Pupil Survey Data demonstrate that children are happy in school Children have had access to the therapies that they need – play therapy, dog therapy, PMHW and massage therapy Only 2 children are on part time timetable

9 children have needed support through nurture group 9 children have been support through TSPs
Next Steps
Introduce a small garden for children, who are struggling in class Provide coaches for children, who require further support on a 1:1 basis Structure more assembly and PSHE time to provide additional support for well-being

Curriculum

Subject specific teaching and focused curriculum are developed to ensure that children are able to plug the gaps in learning and make accelerated progress in core areas.

High quality teaching for all.

High quality feedback is given to build on accurate use of assessments.

EEF (Impact in Months)

Mastery Learning +5

Phonics +4

Reading Comprehension Strategies +6

Reducing Class Sizes in Year 6 +3

Intent
To ensure that all children are able to catch up in terms of their academic progress
How we will measure impact
Through teacher assessment and also standardised assessments in Autumn, Spring and Summer. Through national testing of phonics, KS1 and KS2. Through tracking of the Fresh Start and phonics termly assessments. AHT to work with staff in Years 2 – 6 to ensure that their reading lessons are sequenced effectively. DHT to work with school staff on the teaching of maths using the ready to progress criteria. Children are assessed using the PUMA assessments and work planned to ensure that coverage ensures the RTP criteria is embedded in learning.
Implementation
Wave 1 • Power maths purchased across the school to ensure that the maths sequence, and teaching follows the mastery approach. One hour session daily for maths delivery. • The maths recovery curriculum from the DFE is embedded in everyday teaching and teachers ensure that there is a greater emphasis on this. • PUMA tests identify gaps in maths learning and teachers plan from this to cover the ready to progress criteria. • Two 55min sessions for writing and phonics/reading given every morning in KS1 and Year 3. • Two hour long sessions for writing, reading/spelling given every morning in Years 4 – 6. • Focused guided reading questions developed to ensure that children are be challenged in their response to reading.

- Implementation of the STAR reading assessment and Accelerated Reader to ensure that children are able to achieve in independent reading.
- Release the phonics AHT in Term 6 to work alongside all staff to ensure that reading teaching is at its best in the school.

Wave 2

- All Year 1, 2 and any Year 3, who didn't pass the phonics screening test are assessed in RWI and phonics groups developed in Years 1 – 3 to ensure focused reading teaching.
- Fluency reading sessions in Year 3.
- 10 minutes daily whole class phonics in Years 1 and 2 based on gaps identified in alien word tests.
- All children in KS1 and Year 3 are given three books to take home: phonics lesson book, phonetic book bag book and book to share with an adult.
- All children in KS2 given a daily bespoke guided reading session following the VIPERS programme.
- All classes have additional maths interventions for specific groups of children. A clear intervention pathway is developed for maths to ensure that children have the opportunity to revisit maths in the afternoon.
- Fresh Start reading lessons for the lowest 20% in Years 4 and 5.
- Year 6 taught in targeted groups of 15 to give them additional support from September.
- Release the phonics AHT to provide fluency support for children in Years 2 and 3, who did not pass the phonics screening check in November.
- NGFL writing training for Years 4 and 5 interventions

Wave 3

- Children below the expectation have 1:1 phonics in Years R, 1, 2 and 3.
- Lowest year 1 children have 2 tutoring sessions per day.
- Children have 1:1 Fresh Start in Years 4 and 5.
- (2 Children Y5)
- Children, who might be in a slightly harder group are given specific additional books to take home or Oxford Owl reading.
- The AHT works with the stuck children 1:1
- FFt catch up writing programme

Impact

Phonics Impact Data:

Year 2 phonics check November 2020: 89%

95% of children now off phonics altogether and only 3 children remain.

2 currently in Grey Group

1 child in Pink

All three children have had 1:1 phonics throughout the year.

93% of Reception pupils on track currently in phonics.

85% of pupils in Year 1 on track

80% of pupils in Year 2 on track in phonics when moving into Year 3. Of the 13 children not on track:

4 Grey Books

8 Blue Books

1 Purple Book (new to English)

Fresh Start Impact:

Out of 27 children, who started on Fresh Start in Year 4 in September, only 8 now remain. This has moved from 53% not needing this programme to 86%.

Out of 16 children, who were on Fresh Start in Year 5 in September, only 4 now remain. This has moved from 71% not needing this programme to 93%

Accelerated Reader Impact:

Year 5

RA Increase: 5 months

AV SS remains at 98

Year 4

RA increase: 10 months

AV SS moved from 96 – 102

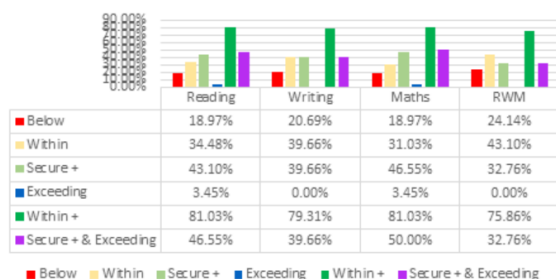
Year 3

RA increase: 6 months

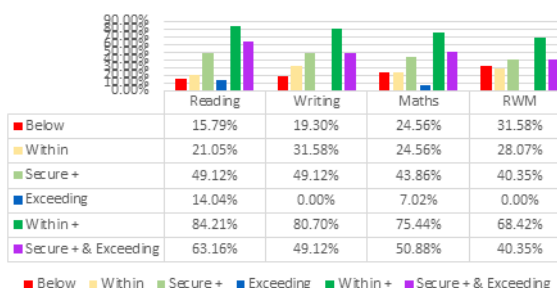
AV SS moved from 100 – 102

Maths Impact Data

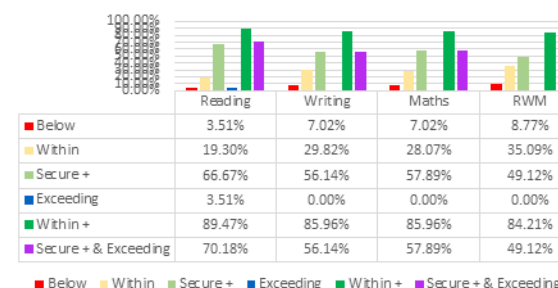
Year 1 July 2020-21



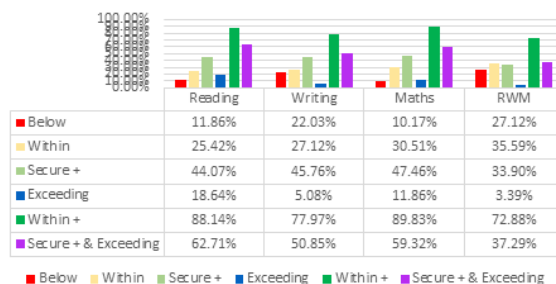
Year 2 July 2020-21



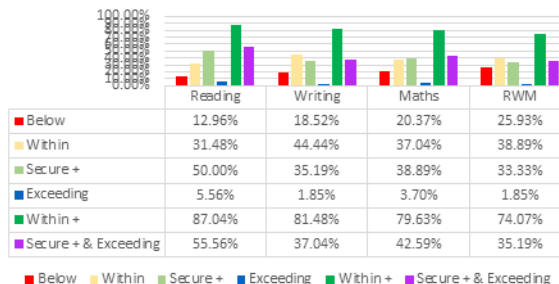
Year 3 July 2020-21



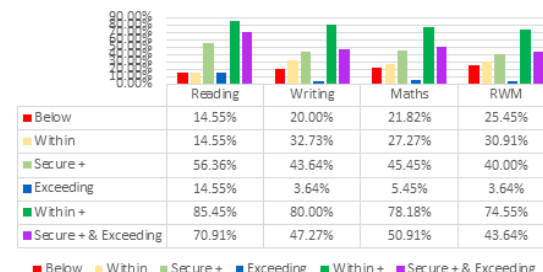
Year 4 July 2020-21



Year 5 July 2020-21



Year 6 July 2020-21



Children have made less progress in maths than reading due to the gaps in learning although children have made accelerated progress since September. On average in the country maths attainment has suffered more than reading, which is also true for St Michael's.

Next Steps

Make more of AR data to ensure that all children are making progress

Continue to monitor reading closely to ensure that all children are given the appropriate interventions and small group support

Give more time to maths fluency by increasing the amount of maths lessons to 1.25 hours per day

Give 55 children maths tuition through Third Space Learning

Vulnerable Groups

Key groups are identified and supported across the school.

EEF (Impact in Months)

Small Group Tuition +4

Oral Language Interventions +5

One to One Tuition +5

Metacognition and Self-Regulation +7

Intent

To ensure that the good practice identified in the vulnerable groups as part of the SDP across the school are continuing to receive support:

PP children

Early Language in EYFS

How we will measure progress

Pupil data for pupil premium children from teacher assessment and also standardised tests.

Use of small steps in learning evident in planning and in books.

Neli programme assessments to measure the progress of children following the 20 week programme.

Implementation

Wave 1

- Children identified within class in receipt of PP in order to ensure that they are targeted within all intervention groups.
- Training on developing metacognition in class and small steps in learning.
- Work around knowing more and remembering more. AHT and TL to work within their teams on strategies, which will then be shared across the school.

Wave 2

- Nuffield Early Language Intervention (Neli Project) a 20 week language intervention to support the youngest children with a weakness in oral language is put in place in Early Years. This is paid for by TLIF.
- Teaching assistants in every class to provide whole class and small group support and 1:1 tuition

Wave 3

- Most vulnerable pupils are identified for additional support from the inclusion team to include: 1:1 phonics, speech and language and rapid reading.

Impact

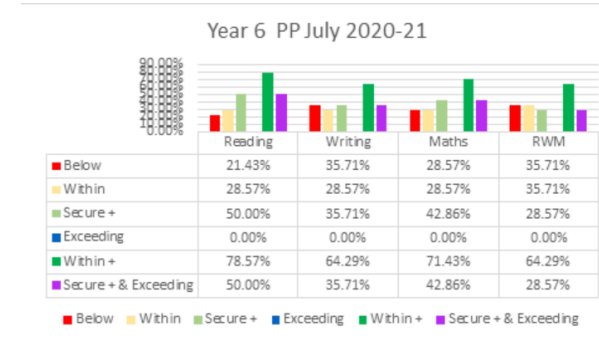
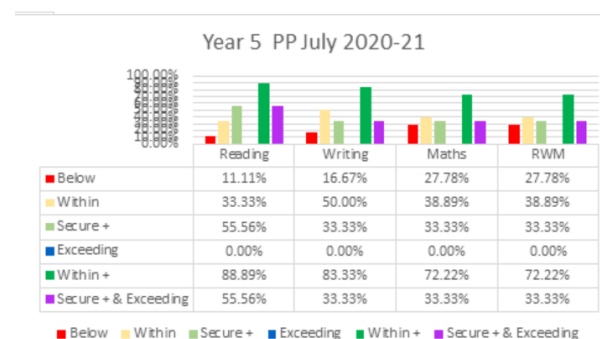
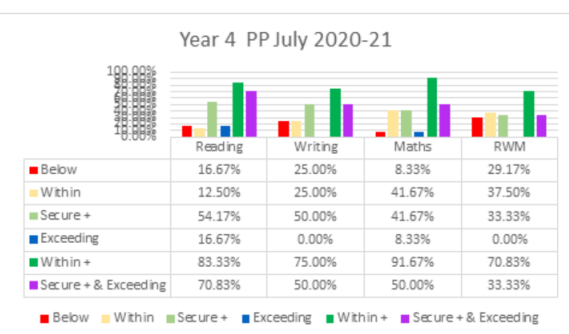
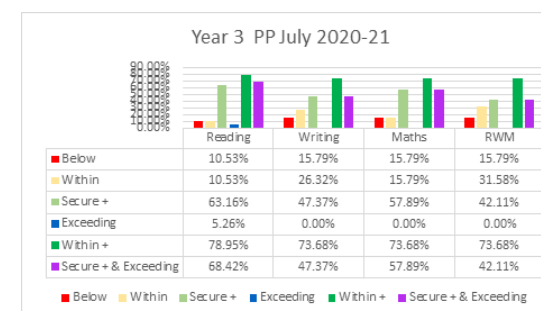
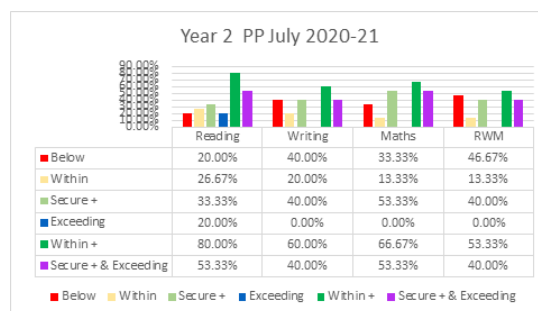
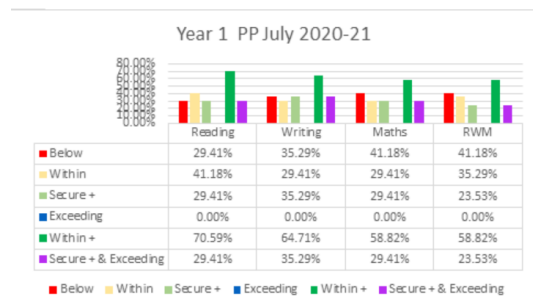
All children, deemed as vulnerable either by SEN or Pupil Premium have had targeted support if below average.

Children in EYFS have had NELI training, which is continuing into Year 1 due to lockdown stopping there from being 20 taught weeks.

Test Data

	PIRA AS	PIRA GDS	Progress over 3 terms	PUMA AS	PUMA GDS	Progress over 3 terms
Year 2	47%	18%	82%	47%	12%	47%
Year 3	66%	9%	36%	64%	18%	47%
Year 4	43%	13%	27%	53%	17%	83%
Year 5	20%	4%	12%	20%	4%	36%
Year 6	65%	6%	88%	53%	0%	100%

Teacher Assessment Data



Next Steps

Continue to monitor attendance and data for all vulnerable children
 Provide clear provision maps for each class, which monitor attainment
 Create coaching opportunities for all vulnerable KS2 children

Teaching Assistants

All teaching assistants given additional training and support to ensure that they can deliver the recovery curriculum.

EEF (Impact in Months)

Small Group Tuition +4

One to One Tuition +5

Teaching Assistants +2

Intent

To ensure that all staff have the tools to be able to deliver a catch-up curriculum to all children.

How we will measure progress

Children feel supported in school for both mental health and learning.

Children make strong progress in 1:1 phonics groups and Fresh Start.

Children are able to keep up in maths as a result of additional catch-up in the afternoons.

The number of extreme internalisers and externalisers go down across the school and some children are able to return to class.

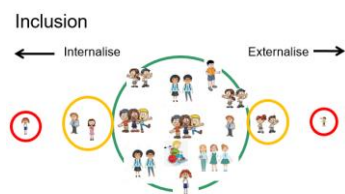
Implementation

Wave 1

- All classes have a teaching assistant to support all Wave 1, Wave 2 and Wave 3 interventions
- All teaching assistants given some element of ELSA training to ensure that they can support some children
- ELSA's put in specific classes to support their mental health needs
- All teaching assistants given training on using Google Classroom and also feedback in order that they can give daily feedback during lockdown

Wave 2

- Phonics, fluency and Fresh Start reading interventions in place across the school.
- Daily maths interventions working as a follow up to the work in class.
- ELSA time given to work with extreme externalisers and internalisers and those children on EHCP and CP plans



Wave 3

1:1 phonics and Fresh Start.

Speech and Language training.

Rapid reading.

NP maths for all children Additional 1:1 TA support for extreme externalisers
Impact
All children have made accelerated progress when in groups for phonics and maths however, this has not always converted into test data. TAs have support in conferencing to provide detailed next steps for writing
Next Steps
Ensure that all TAs have the right training for the interventions that they deliver Revisit the conferencing training to enable them to adequately support writing Review reading strategies for comprehension and fluency teaching

Covid Recovery Costings

Item	Costings
Accelerated Reader and release time for Reading Leader	£4000
Cover for Phonics Lead to come out of class in Terms 5 & 6	£9000
Cost of release time in Years 3 and 4 to provide bespoke 1:1 support in Terms 5&6	£2400
Cost of additional Level 2 teaching assistant to enable all Wave 2 and 3 intervention can be taught across the school	£10000
Release time for NELI training	£600
Additional resources and release time for: EEF writing programme and NGFL Year 4/5 writing programme	£800
Maths Tuition for National Tutoring Scheme	£5200
Total	£32000