



Knowsley Village Community Primary School

Respect for All



Covid Catch Up Plan 2020-2021

Responsibility, Expectation, Success, Perseverance, Enthusiasm, Care, Teamwork

Summary information					
School	Knowsley Village Primary School . Approved by Governing Body.				
Academic Year	2020-21	Total Catch-Up Premium	£14, 400	Number of pupils	180

Back Ground
<p>The government has announced £1 billion of funding 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.</p> <p><i>‘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.’ – DFE 20 July 2020</i></p> <p>School will use this funding for specific activities to support our pupils to catch up for lost teaching and learning 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. 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 6.</p> <p>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. It will not be added to schools’ baselines in calculating future years’ funding allocations.</p>

The Governing Body Of Knowsley Village have approved the following plan for the following spending and will monitor the impact and effectiveness of the measures implemented throughout the course of the year using a range of strategies: Head Teacher Report; Subject Leader Report; summary of analysis of pupil standards; findings from formative assessment methods; summary analysis of any end of year summative assessment

Back Ground Research Into Effective Practice and use of Funds

The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.'

EEF Guide to Supporting School planning A tiered approach to 2020-21 - August 2020

High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support in the academic year ahead.'

EEF Guide to Supporting School planning A tiered approach to 2020-21 - August 2020

Strategies

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. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

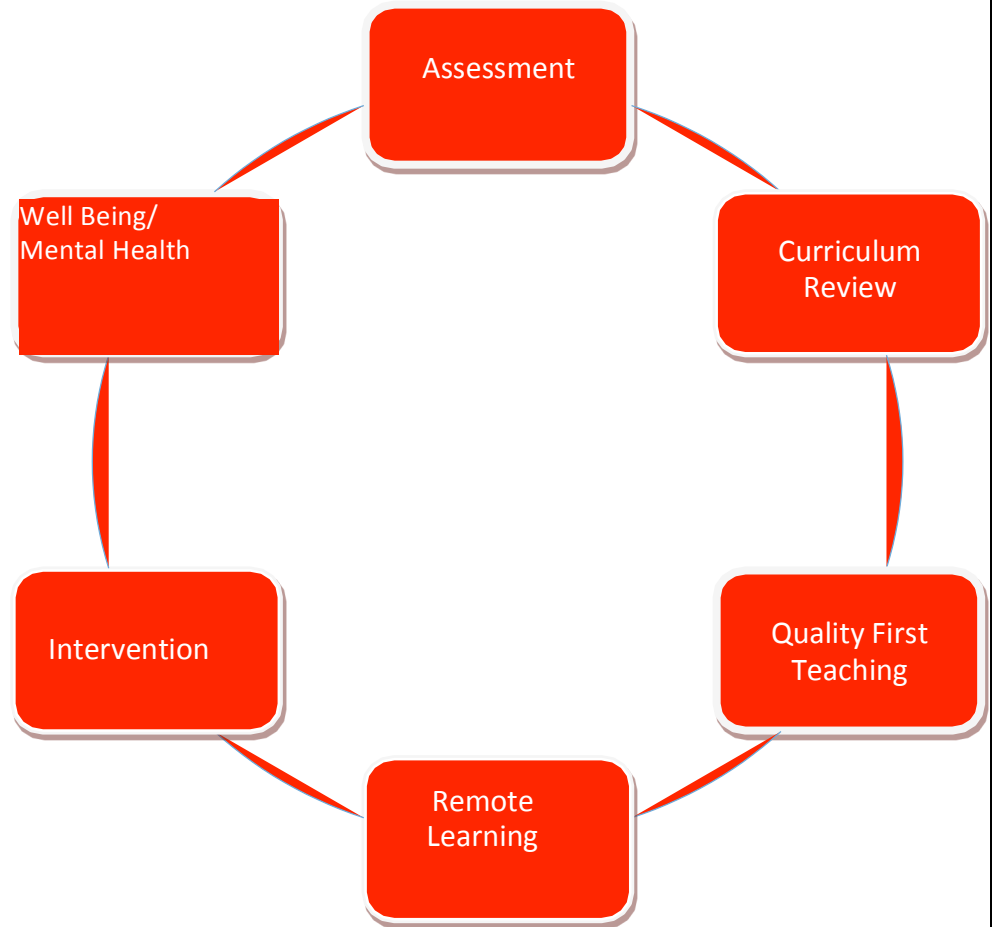
- Supporting parent and carers
- Access to technology
- Summer support

In considering the best ways to attempt to support the learning loss/gaps and impact on pupils learning behaviour, well being, mental health , resilience caused by the pandemic, Knowsley Village have adopted a plan do and review approach.

Accurate assessment as it is vital to know where our pupils are with their learning, what they can do and where they have gaps in their knowledge and understanding. In addition, it is important to assess the impact on children's well-being and mental health as a result of the enforced absence from school of some pupils.

Once the needs of individuals, classes and cohorts have been accurately identified, this information can be used to inform an effective response. A combination of carefully considered adjustments to the school curriculum, high quality teaching and additional targeted academic support, within the school day will be used to help our children to ensure the disruption to learning caused by the pandemic does not adversely affect the trajectory of their progress towards the next stage of their education.

Effective use of technology will ensure that remote learning will be in place for any pupils with periods of absence as well as to supplement the education that all children receive in school via direct communication with the parents over their childs learning in school and homework. It will ensure none of our pupils are disadvantaged due to the lack of access to technology.



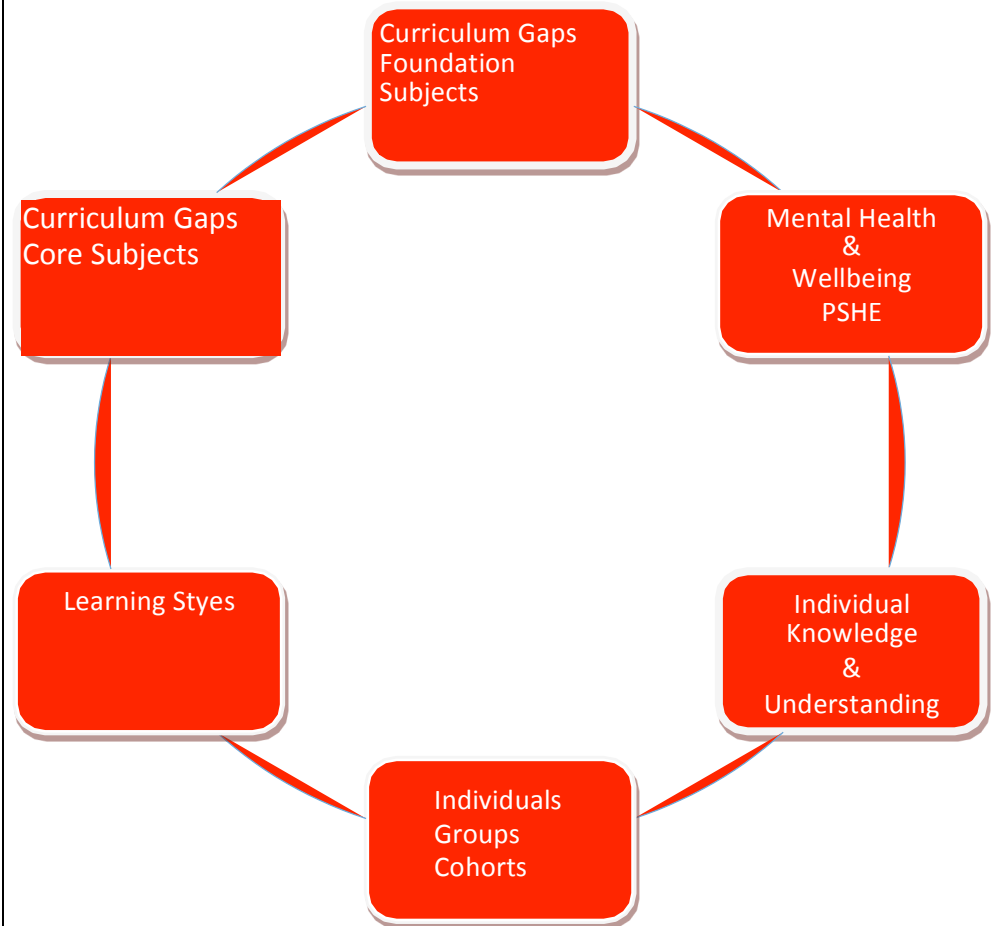
Curriculum gaps and Learning loss is the taught knowledge and skills that pupils have forgotten since they were last in school. This is assessed through assessment for learning in the classroom and formal summative testing.

As part of the assessment process, in the Autumn Term, all children will have the opportunity to show their current levels of skill and knowledge in the core areas of maths and English so that an effective baseline is established for each child. The plan do and review will follow our school monitoring systems.

Staff will support the mental health and wellbeing of pupils, drawing on support of the PSHE Curriculum / Senior Leadership, as required, to help make judgements, where detrimental effects on the pandemic have been noted. These judgements will be collated and shared with senior leaders who will ensure the appropriate support is made available for identified pupils.

Analysis of group attainment will be used to ensure that each child, group or cohort has the tailored support that is pertinent to them.

Vulnerable groups and disadvantaged pupils will be assessed sensitively, with reasonable adjustments made in the way assessments are carried out. Analysis of the outcomes will be used to ensure that the needs of pupils within these groups are met. This will be supported by the Pupil Premium Plan. PSHE will be taught by a teacher across school as well as an integral part of the day and the curriculum Maestro plans



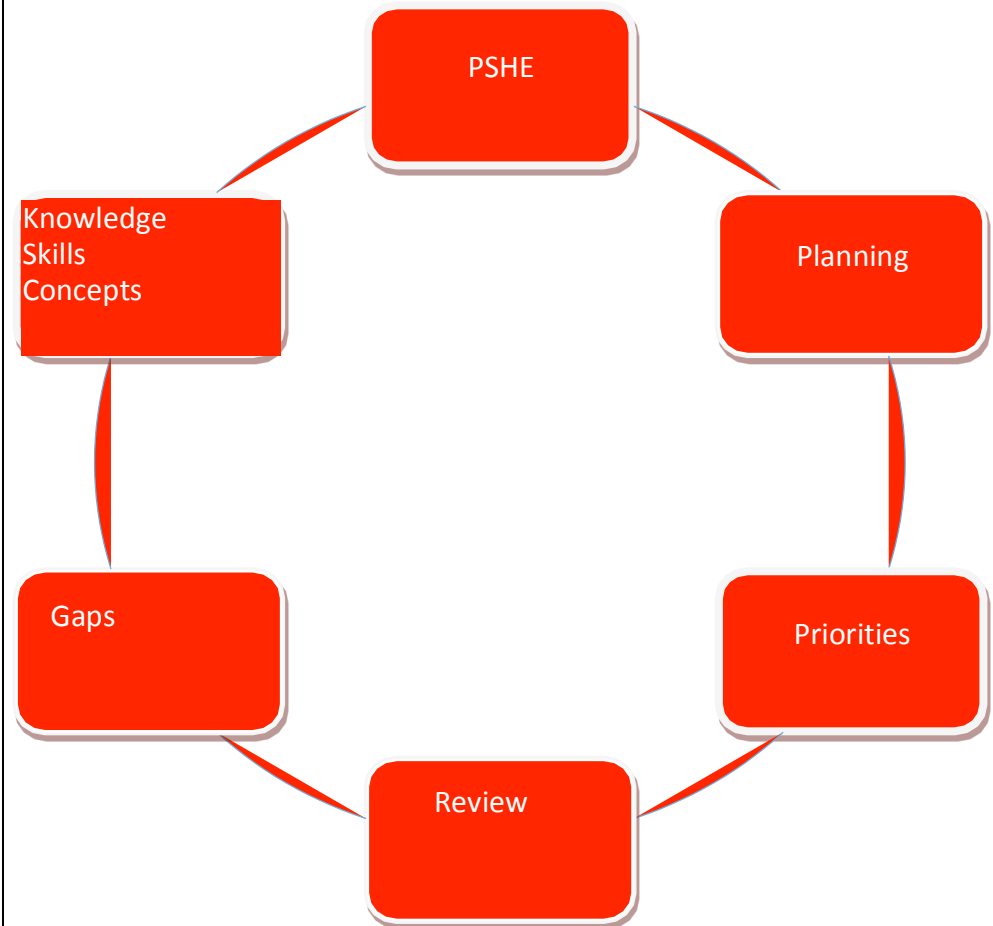
When considering how best to support our pupils return to school, it is clear that due to a loss of learning time in school, the curriculum offer must be reviewed to maximise the efficiency and effectiveness of teaching time to fill gaps in knowledge, especially in the core areas. Knowsley Village have developed depth and rigor in our Foundation Subjects as we recognise the value of a broad and balanced curriculum and this year we have introduced Curriculum Maestro which is a curriculum developed via Cornerstones

There are parts of the curriculum that were not taught directly to all pupils during the period of restricted opening and this is part of curriculum review and the gaps in learning. Teachers have identified this and shared with SLT and Subject leads.

The SLT and Subject Leads have prioritised the teaching of the key concepts, knowledge and skills that the children need and those they have missed previously. They are planned into the lesson planning for this academic year to enable all pupils to secure their understanding of age-related content during this academic year.

Lesson planning ensures key concepts and skills that were missed are taught alongside new age related content. Teachers will regularly revisit and review, both in lessons and in transition times such as registration, hand-washing times, transition between lessons .

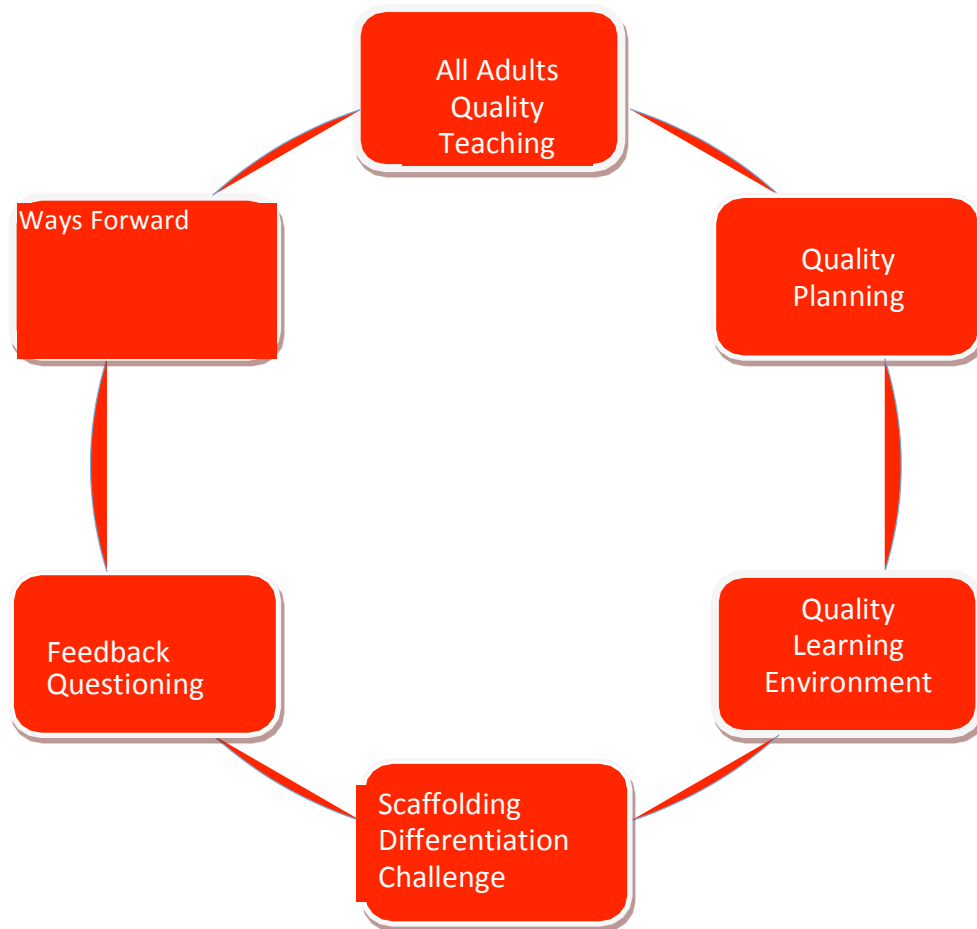
Remote learning systems and structures are established to ensure consistency of approach throughout the school. All pupils will have access to our Seesaw that closely mirrors the taught content within school. This is supported via online resources from high quality providers such as White Rose Maths, and The BBC Bitesize. Wherever possible technology will be made available for pupils so that they are able to access the online content, but Home Learning Packs will be available



It is even more important to ensure that any time in school is used in the most efficient way to ensure clear inputs and modelling from teachers, followed by opportunities for guided and independent practice with scaffolds and support for those pupils who need it. Teachers/TAs regularly revisit previously taught content to encourage pupils to recall previous learning to help move it into long term memory. Feedback and effective questioning is used to continually assess the children in order to tailor the lessons accordingly, challenging pupils to tackle increasing difficulty or take the next step in a learning sequence.

Where pupils require additional support or a different approach to access learning, class teachers use additional interventions both in and outside of core lessons and adults effectively to support learning outcomes. The Lead teacher for intervention and SLT ensure intervention is effective under the targeted Plan Do and Review model.

The SLT has ensured quality online teaching to create a year specific remote learning offer, closely married to the taught content in school to provide any pupils who are unable to attend school to access lessons and reduce the impact of the period of absence and support homework.



Identified Impact of Lockdown at Knowsley Village

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
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 are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
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. There is a gap between Reading and spelling
Foundation Subjects	There are gaps in knowledge – whole units of work have not been 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 powerful curriculum moments.
Learning Behaviours	Children have shown great resilience to school changes, systems and lock down. Not all children accessed remote learning. Learning behaviours have been affected and this has and will impact on learning behaviours in the classroom.

Planned Expenditure at Knowsley Village

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting Great Teaching:</u></p> <p>The foundation 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.</p>	<p>Additional time for SLT to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional SLT cover for intervention.</p> <p>Science Resources purchased via Science Bid £1,000</p>			<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching Assessment and Feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Primary Progress (SLA already in place)</p>			<p>July 21</p>
<p><u>Transition Support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Knowsley Village have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A 360 interactive virtual tour of Knowsley Village Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining KV</p>			<p>Ongoing</p>

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and Small Group Tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	PIXL (SLA already in place)			Feb 21 Feb 21
<p><u>Intervention Programme</u></p> <p>An appropriate English and Numeracy intervention, that supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>DHT Released from teaching responsibility NQT in place to release DHT</p> <p>£5415 termly until Feb 21 . (DFE Catch up Funding)</p>			Feb 21
<p><u>Extended School Time</u></p> <p>Children are able to access extra learning activities outside of school time The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	Children's University (SLA already in place)			Ongoing

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting Parents and Carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning</p>	<p>2 week home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p>			<p>Feb 21</p> <p>Feb 21</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops. TA have iPads. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Purchase This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed (DFE funded)</p> <p>Ipads have been allocated to T/A's to support children and professional CPD to help the children</p>			<p>Feb 21</p> <p>Feb 21</p>

Summer Support TBC following review Spring 2				
Total budgeted cost for year from school budget from SLAS already in place				£6,000
Money school has received through bids/projects				£1,000
Money school received through Covid Catch Up				£14, 400

- More funding may be received through applied projects
- SLAS reviewed Jan 21