

Beaumont Primary School Covid 19 Catch-Up Premium and Curriculum Expectations September 2021



Children are at the heart of everything we do.

The Beaumont family endeavours to create a love of lifelong learning, grow healthy resilient minds and develop aspirational future citizens. Our children will make a difference by leading by example, showing tolerance and compassion within a diverse world and being an active and valuable part of society.

Beaumont Covid 19 Catch-Up Plan September 2021

Rationale:

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 Headteacher's 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.

- Education is not optional
- All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum remains broad and ambitious

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning we are predicting Beaumont will be in receipt of £16,880 (211 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

At Beaumont, this money will be used in order to provide:

- Curriculum resources and materials that support "catch up" and mental health of pupils.
- Additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.

There are two broad aims for "catch up" at Beaumont:

- Attainment outcomes at end of 2021-22 for all year groups will be at least in line with those at the end of 2019-20.
- The mental health needs of pupils are met and supported by the school.

DfE asks that schools meet the following key expectations:

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...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.

Aim to return to the school's normal curriculum in all subjects.

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.

Develop remote education so that it is integrated into school curriculum planning and can be used when required.

Identified Impact of Lockdowns	
Maths	The maths curriculum has been taught well remotely due to the teaching style of staff and the Power Maths programme and Work books, however some children accessed online learning much more frequently than others. This group of children are being monitored. Children remain excited and keen to learn maths – recall of calculation strategies is weaker than was expected in Autumn however it showing signs of most children meeting the standard Recall of times tables and mathematical vocabulary are not as strong as before lockdown.
Writing	As it is very difficult to gain quality writing through remote teaching. We are expected children to be tired when asked to write for longer than 10 minutes – using a pencil/pen was not the preferred method of writing in a world of technology. Certain genres of writing have not been missed as was in the previous lockdown which is pleasing. Handwriting has been embedded in the last year and children have seemed to retain this skill well. Motivation to write is lacking and teachers need to immerse children within topics to get the best out of their writer.
Reading	Children accessed reading during lockdown more than any other subject due to the purchase of Reading Plus and Bug Club. This was accessible for all families except a very small number. The teaching of reading and the deep understanding of a text requires systematic and repetitive teaching. Reading assessment will help teachers understand starting points for children.
Non-Core	Gaps in sequence of learning was identified in across last year and teachers have used inventive ways to address those gaps. This recent lockdown has been different due to the high quality remote learning and the uptake of home learning as well as the support given by parents. Triple RRR needs to be used to revisit prior learning to ensure children have the clear building blocks of missed units of work. Making connections through the reconnection curriculum will be key to children having an understanding of the national curriculum. The children have missed trips, experiences, but they have had virtual visitors and L4L which gives them huge opportunities. The hidden curriculum has been provided in a virtual capacity throughout Spring term. See SMSC overview
SEMH	Some families have experienced bereavement due to COVID these children need to be supported. The return to school on 7 th September will be carefully planned and will reflect the needs of the cohort.

Intent		
1 Teaching	2 Targeted academic support	3 Wider strategies
High-quality teaching for all	High-quality one to one and small group tuition	Supporting pupils' social, emotional and behavioural needs
Focussed professional development	Some clubs after school are to target specific groups.	Planning carefully for adopting our Teaching and Learning Policy and following EF strategy where required.
Effective diagnostic assessment and feedback	Planning for pupils with Special Educational Needs and Disabilities (SEND)	Communicating with and supporting parents
Supporting remote learning	Teaching Assistants and targeted support for children who require it most Before School	Supporting parents with pupils of different ages.

Implementation September 2021

EEF Recommendation 1: Teaching and whole-school strategies

EEF Strategy: Support Great Teaching – High Quality Teaching for All	EEF Rationale: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning Improving the quality of teaching—both the planning and implementation—is almost always supported by high quality professional development.
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Cost	Specific implementation at Beaumont	Expected impact	Measured Impact
	<ol style="list-style-type: none"> 1. Teaching and Learning Policy to be reviewed and implemented to ensure all children are taught through The Ten Theories of Action. 2. We will utilise the Power Maths Scheme as our spine of learning and we have been able to use catch up premium to purchase adapted plans that have been purpose written for catch up. Using the Power Maths work books will ensure missed learning is revisited and all children will be given an opportunity to meet the standards of their year group. 3. Throughout the day, there will be a focus on consolidation of basic skills within all curriculum areas. 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. 4. Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the Spring and Summer term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons such as Design technology. <p>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.</p>	<p>Our Teaching and Learning theories of action will ensure that learners:</p> <ul style="list-style-type: none"> •will be happy, feel valued, •understand expectations, •curiosity will flourish, •levels of achievements will increase, •behaviour will remain positive, •levels of engagement will be enhanced, •will increase their capacity to learn and understand how they learn, •develop skills, confidence and curiosity and be life long learners, •experience powerful, progressive and precise learning, •understanding of the curriculum will deepen, •increase academic performance, •will make expected or better than expected progress, •be ambitious and aspirational, •are self managed and self regulated by the time they leave our school. 	<p>Pupil Survey Staff survey Parent Survey Results</p>

EEF Recommendation 1: Pupil Assessment and Feedback			
EEF Strategy: Effective diagnostic assessment and feedback	EEF Rationale: 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.		
Cost	Specific implementation at Beaumont	Expected impact	Measured Impact
	1. Use of Power Maths throughout school to address gaps and misconceptions 2. Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.	Missed learning is addressed, pupils do not miss learning and make better than expected progress. Assessment schedule monitored by assessment lead	Work scrutiny Assessment data

EEF Recommendation 1: Supporting Remote Learning			
Cost	Specific implementation at Beaumont	Expected impact	Measured Impact
	Remote learning package is ready to be implemented when required. Online learning for 15 days+ when required if children are required to self isolate at home.	Children will receive the correct education via online learning schedule. Children will access basic skills learning whilst self isolating at home and teachers will be able to remain in touch with the child/parents throughout the isolation period. High quality support.	

EEF Recommendation 2: Targeted Approach		
EEF Strategy: One to one and small group tuition	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. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.' Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years'	
Specific implementation at Beaumont	Expected impact	Measured Impact
1. Targeted children to be invited into school from all year groups to receive 20 - 30 mins (8:30am – 9:00am) of basic skills learning with targeted TA support which will enable them to reach their potential (phonics and reading, increasing vocabulary, writing and mathematics). Quality First Teaching	Targeted children will make at least expected progress which they were targeted for from last milestone target.	

EEF Recommendation 2: Targeted Approach		
EEF Strategy: Intervention	EEF Rationale: Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers	
Specific implementation at Beaumont	Expected impact	Measured Impact
1. Targeted children to be invited into school from all year groups to receive 20 - 30 mins (8:30am – 9:00am) of basic skills learning with targeted TA support which will enable them to reach their potential (phonics and reading, increasing vocabulary, writing and mathematics). 2. DHT out of class to ensure teaching Assistants are trained and supported.	Targeted children will make at least expected progress which they were targeted for from last milestone target.	

EEF Recommendation 2: Targeted Approach		
EEF Strategy: Planning for pupils with Special Educational Needs and Disabilities (SEND)	EEF Rationale: Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND. An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.	
Specific implementation at Beaumont	Expected impact	Measured Impact
<ol style="list-style-type: none"> 1. Friday morning activities outdoors for children who require nurture activities 2. Pastoral Worker employed 	<p>Children can talk and are supported when they require support.</p> <p>Targeted work with the most vulnerable of children.</p>	

EEF Recommendation 3: Wider Approaches		
EEF Strategy: Supporting pupils' social, emotional and behavioural Needs.	A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year. As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.	
Specific implementation at Beaumont	Expected impact	Measured Impact
<ol style="list-style-type: none"> 1. 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. 2. Sports Coach employed for one morning per week to provide sports to vulnerable children. 3. New Senco/Pastoral support employed to aid vulnerable families and pupils. 4. Outdoor learning for life introduced with a SEMH focus 	<p>Families and children are supported</p> <p>Children needs are identified and met</p>	

Covid Catch Up	Costings
Catch Up Funding Allocation	£7924(carry over) £2862(School led tutoring RF) £2030 (recovery premium)
Teaching Training - Pedagogy/Catch UP/Other related CPD	£2000
Power Maths (Pearsons)	£748.24
Maths Flex Subscription (Pearsons)	£1250.00
Bug Club (inc Phonics) subscription (Pearsons)	£1148.00
Morning Intervention Programme	£3200 May – July 2021
Morning Intervention Programme	£6400 September – April 2022
	£12,946.24
Nurture Session over lunch	£ 2090 (funded from Sports Premium)

Catch up at Beaumont IS NOT:

Cramming missed learning Pressuring children and families into rapid learning	Teachers time spent highlighting missed objectives Overusing online resources	Teachers time spent ticking off assessment points and extra tracking
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