



Shakespeare's

Covid Catch Up Premium Report

In June, a £1 billion fund for education was announced by the government. Further guidance (which can be found [here](#)) has since been released showing that the money is split between a catch-up premium and a national tutoring scheme.

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 will be in receipt of £48,000 (600 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 and groups the strategies for restoring lost learning into three categories: Teaching and whole-school strategies, Targeted support, Wider strategies

At Shakespeare we know our learning community well. Our approach will continue to focus strategically on quality first teaching as we understand the power this has on accelerating learning.

For further information on any of the areas detailed below, please contact the school office.

Key Stage Non-negotiables

Key Stage specific priorities and action plans in place to promote accelerated progress.

Common themes include:

- Handwriting
- Phonics and spelling
- Arithmetic skills
- Assessment

Relevant CPD will be offered to all teachers dependent upon their experience and expertise through a coaching and mentoring approach

Reading and Fluency

To build on our strong model for teaching reading the following approaches will be adopted in KS1 and KS2 in order to close the gap in reading fluency and comprehension:

1. Teacher Tutors
2. Everyday Readers
3. Year Group Reading Champions
4. The Year of Reading
5. Fluency focus within the Reading model

For more details please see the Fluency Restore Strategy

SEN

Individual risk assessments and passports reviewed termly detailing how to support children with SEN through their return to school and to close the gaps in their learning and accelerate progress. Discussions will take place with teachers and parents to find out what measures will help.

Data tracked, collated and acted upon to aid early identification of pupils needs who are new to school

Safeguarding and Wellbeing

A strategy is in place to ensure children and families know how to keep themselves and others safe within school and the community with reference to COVID-19

Other safeguarding and wellbeing considerations include:

- outdoor provision to support outdoor learning
- The Daily Mile
- Purchase of a new PSHE curriculum
- Mind Mate Champion support

Home Learning

The home learning offer will be further developed with a focus on: quality of provision and accessibility (Oak Academy, White Rose Hub)

School has also been successfully allocated a DfE Education Platform grant in order to support the development of our VLE, 103 laptops, 50 SIMs and 8 WiFi dongles for identified children

Behaviour

Our Learning Behaviour Policy and practice has been updated and all staff have received CPD. An addendum to the policy outlines key Covid-19 considerations. The pastoral team continue to work with community organisations and external agencies to support parents and families.

Explicit learning behaviour reviews have been put in place for key year groups in order to support their return to school

More Curriculum and Learning

- Working with the Tutor Trust to expand the tutoring offer
- NTP Academic Mentors supporting English in KS1 and KS2
- Core subject and ILP curriculum review in light of the DfE 'ready to progress criteria'
- Additional Teachers in school to grow capacity for all teachers to have opportunity to deliver Mastery Tutorials and tutoring in small targeted groups
- Deputy Head Teachers leading a whole school teacher development model to ensure aspirational teaching across school
- Assessment model adapted to understand more about future pupil learning needs
- Core subject leaders curriculum induction and 1 minute guides
- A new overview of memorable experiences and 'book hooks' in order to support the reading and vocabulary gap
- Focus on key skills within each year group and a follow up programme of support for identified gaps
- CPD sessions for NTE and EAL provision for the project based curriculum
- High quality curriculum secured by allocation of directed time (training day x 2) for all teachers to collaborate on project planning include key skills for each subject and cross curricular opportunities

Allocation of Funding

- Additional teaching staff
- Behaviour Specialist Consultant Support
- Systematic and targeted approach to book purchases (library, curriculum and phonics)
- Memorable learning experiences to support the curriculum
- Tutor Trust package (accessed by 84 children)
- Academic Mentor through National Tutoring Program x 2
- New PSHE curriculum
- White Rose Maths hub subscription
- Reading Champion staffing and training costs
- Outdoor provision to promote play and outdoor learning