

Great Kingshill CE Combined School

Covid Catch up Recovery Curriculum 2020-2021

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching 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.

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.

**Funding on Oct Census- approx. 404 children on role- at £80 per child equates to
£32,000**

Area to Address	What doing	Finance	Monitoring	Timing	Impact
Curriculum – Teaching and Learning					
To continue to improve the great quality of teaching and learning for all learners	Ensuring all teachers are supported and prepared for the new year and ready for Covid disruption.	Resources purchased to support wider areas of the curriculum - Art / DT / Music £250 each £750	SLT – phase leaders	September 2020	All pupils transition back to school well and are able to access full range of curriculum subjects
To monitor the gaps in pupils knowledge from the summer term and dovetail into the curriculum to ensure that they are addressed throughout the year. (including foundation subjects)	Assessments Maths - using Whiterose Hub English – Cold writing task Spelling – assessment of the appendix words Reading -Benchmarking KS1 Phonics – Yr1 & Yr2 assessment at the end of Phase 5 phonemes and graphemes Wider curriculum subject class teachers to be aware of the objectives of the foundation subjects that were taught in the summer term and ensure that opportunities are planned to cover these objectives.	N/A	AHT – NG Phase Leaders	On going	Any gaps in the curriculum will be understood and addressed for all children.

<p>1:1 catch up support for identified pupils</p>	<p>Identified pupils will receive support from a qualified teacher. They will be prioritized in the following order:</p> <p>Vulnerable pupils (disadvantaged, FSM, LAC, CP, CIN)</p> <p>Lower ability pupils</p> <p>Higher ability pupils who have fallen behind flight path</p> <p>Middle ability pupils who have fallen behind flight path</p> <p>Pupils who did not engage in home learning</p> <p>Support will be provided in line with the curriculum expectations for that year group and will be delivered 1:1. The focus will begin at the top end of KS2 and cascade down as the school year progresses.</p> <p>The schools existing “keep up not catch up” programme of interventions will also be used to support these pupils in KS1 and lower KS2.</p>	<p>0.8 main scale teacher £28K</p>	<p>HT</p> <p>Phase Leaders</p>	<p>October Half term</p>	<p>All pupils back on track and identified gaps addressed.</p> <p>Pupils are able to access aged related curriculum contents.</p>
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<p>Additional support for those pupils who did not finish their EYFS</p>	<p>Additional learning support assistants to be placed in both Year 1 classes to ensure smooth transition from EYFS and KS1</p> <p>Focus on teaching early reading and phonic skills</p> <p>LSA support to provide 1:1 interventions</p>	<p>2 x morning LSAs</p> <p>£15k</p>	<p>DHT</p> <p>AHT</p>	<p>September 2020 – July 2021</p>	<p>All pupils complete EYFS curriculum.</p> <p>Attainment against the ELGs is inline with national expectations</p> <p>Pupils who required additional EYFS have made progress and are ready to access KS1 curriculum.</p>
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Curriculum – Mental Health and Wellbeing					
To ensure pupils mental health and wellbeing is supported	Dedicated check in with class teachers to ensure pupil wellbeing Pastoral team maintaining regular contact with pupils from vulnerable families	N/A Money already allocated in school budget for FSW	DHT	On going	All pupils feel listened to / they know where to ask for help
To continue the schools work on being a mentally health school	Mental Health First Aiders employed within the school. Dedicated curriculum time through both PHSE and Compass for Life lessons to support pupils with their mental health and expressing their emotions and feelings Family support homework throughout the first term to support mental health and wellbeing at home.	MHFA – already trained and deployed within the school	DHT HT	On going	All pupils are confident in expressing their feelings and emotions Pupils are mentally robust and able to access their learning due to their strong mental health
To provide bereavement support for individual pupils	FSW and DHT teacher have attended training from the Child Bereavement Trust	£25 per member of staff Time as required	DHT	As required	Pupils who have experienced bereavement are supported and able to access their learning due to being well supported with their emotions and feelings.

Learning Continuity Plan					
<p>Continued provision school related curriculum provision in light of self-isolation / bubble closure / school closure.</p>	<p>To ensure all identified pupils still have good access and support during the lockdown period.</p> <p>Self-Isolation Contingency packs – send home with all pupils to be held safely at home in the event of self isolation. Class teachers will set work inline with the school curriculum on Class Dojo and pupils will be expected to complete set work and submit on Class Dojo daily. Pupils will receive a copy of Power Maths book to keep at home as well as other English related resources to support the schools curriculum.</p> <p>Bubble Closure / School Closure 3 x Daily check-in and video lessons will be provided for all pupils. The contingency packs will ensure that all pupils have access to the same resources. Classwork / videos will be loaded on the ClassDojo and pupils will be expected to follow the school allocated time table.</p> <p>Ensure that pupils who are self isolating are about follow school based curriculum.</p>	<p>£3150</p> <p>(If the resources are not required they will be returned to school and used for future years)</p>	<p>SLT</p>	<p>Packs are prepared and will be disrupted before half term.</p> <p>They will be used as required.</p>	<p>All pupils have access to school based curriculum remotely.</p> <p>Parents are not required to print work and therefore do not require a printer at home and therefore pupils will be able access</p> <p>Pupils in isolation will be able to follow the school's curriculum</p>

Other Key Areas of Consideration – Curriculum					
<p>Assessment levels</p>	<p>Baseline assessments were carried out in September 2020, the school has 3 further assessment points: December, March and June.</p> <p>Pupil progress meetings will be used to identify pupils who require 1:1 intervention</p> <p>Termly reports with strengths and areas for development will be sent to parents – December / March. This is in addition to Parents Evenings held in October / February</p>	<p>School tracking system DCpro is already allocated in the school budget for 20/21</p>	<p>Class Teachers Phase Leaders SLT</p>	<p>Termly</p>	<p>Gaps are identified and curriculum planning is adjusted accordingly.</p> <p>Pupil progress is closely monitored</p> <p>All pupils make progress in line with their expectations</p>
<p>Maths</p>	<p>All classes have access to an LSA during Maths teaching.</p> <p>Same day interventions are used for Maths and each Year group has an allocated LSA to deliver these interventions</p>	<p>LSA time already allocated from the school budget</p>	<p>DHT and Phase Leaders</p>	<p>Daily</p>	<p>Pupils achieve as expected or make better than expected progress.</p>

<p>English - Writing</p>	<p>Pupils to work together at start of year and have a clear understanding of the key skills and objectives in the unit of work. Use these as the basis of the Autumn terms planned interventions.</p> <p>Cold writing tasks used to identify any gaps in key skills. – Hot writing task delivered at the end of the unit of work.</p> <p>Modelled and shared writing used to support high quality writing.</p> <p>A range of high quality texts both modern and classics used to support the teaching of writing.</p> <p>Staff being really precise on questioning and feedback to gain maximum progress from all learners.</p>	<p>N/A</p>	<p>Phase leaders</p> <p>English leader</p>		<p>Children will be fully engaged in writing and applying age appropriate spelling and grammar.</p>
<p>Reading</p>	<p>Early arrival times is used for 1:1 reading with pupils all pupils in EYFS and KS1 are heard read twice a week.</p> <p>Pupils in KS2 are expected in read independently every day</p> <p>Reading records sent home to encourage reading at home. These are uploaded to ClassDojo and rewards are provided for those who read regularly.</p> <p>Whole class high quality texts are used in KS2 to broaden pupils reading habits.</p>	<p>N/A</p>	<p>English leader</p> <p>Phase leader</p>	<p>On going</p>	<p>Children develop strong reading habits</p> <p>Early reading is consistently taught across EYFS and KS1</p>

<p>Phonics</p>	<p>Daily phonics lesson in KS1 and EYFS using RWI resources</p> <p>Intensive Phase 5 phonics revisit for pupils in Year 2</p> <p>Review of Phases 2 & 3 before commencing Phase 5 for pupils in Year 1</p>	<p>Resources already purchased</p>	<p>C Farmborough -EYFS leader N Gandini – KS1 leader</p>	<p>On going</p>	<p>Pupils achieving the phonics screening check will be at least in line with national averages</p>
<p>PE</p>	<p>Pupils will receive 2 hours high quality PE a week.</p> <p>Additional physical breaks are provided for KS1 in the afternoons</p> <p>Due to the rotation of bubbles there is more space for pupils to be active during their lunch break</p>		<p>All staff and children take part in this. Monitor the quality of the activity and how active and engaged children are with pupil voice.</p>	<p>Whole year and beyond</p>	
<p>PHSE</p>	<p>The school will follow the PHSE curriculum provided by Jigsaw we will dovetail into the curriculum their recovery package – however the vast majority of our pupils accessed these resources in the summer term</p>	<p>Resource already purchased</p>	<p>S Garner – DHT</p>	<p>On going</p>	<p>The school will meet statutory requirements for PHSE</p>
<p>MFL</p>	<p>The teaching of MFL was a challenge for parents during the lockdown period. MFL has now been moved to the morning for 30 minutes a week. The staff team has both a German and French speaker on the staff team.</p> <p>Additional resources have been purchased to support the teaching of</p>	<p>£500</p>	<p>K Fabre – MFL Leader</p>	<p>On going</p>	

	MFL				
Music	<p>Charanga Music scheme has been purchased to support the delivery of high quality music teaching.</p> <p>Music has been timetabled for 30 minutes each week in the morning. This time is protected and the decision to move to the morning was to ensure a positive and uplifting start to the day for pupils.</p>	£300	D Martin – Music leader	On-going	<p>Pupils engage and enjoy music lessons</p> <p>Staff feel confident in delivering music</p>
Art / DT	<p>A new curriculum map was designed for the teaching of art and DT. PlanBee planning resources were purchased to support staff workload and ensure that there was a clear progression of skills across the curriculum.</p> <p>Timetabling of Art and DT for 1 pm session a week ensures that pupils are provided a broad range of curriculum opportunities.</p>	£300	S Best – Art /DT leader	On-going	<p>Pupils engage and enjoy DT and Art lessons</p> <p>Pupils develop strong creative skills</p> <p>Staff feel confident in delivering Art / DT</p>
Humanities / Science	<p>Curriculum mapping to ensure that objective taught in the Summer Term 2020 were covered sufficiently through home learning.</p> <p>Where gaps in the key content have been identified these will be woven into the current year group teaching.</p> <p>The monitoring of planning during the lockdown period demonstrated that the</p>	N/A	L Hepworth – Humanities leader	On-going	<p>Pupils still experience the full range of curriculum subjects</p> <p>Pupils understanding of key knowledge is evident</p>

	humanities subjects were covered well during this time.				
RE	Weekly RE lessons to be delivered during PPA means that this time is protected and progression is delivered for pupils. Discovery RE continues to be used	N/A Discovery RE already in place in school		On-going	Pupils still experience the full range of curriculum subjects Pupils understanding of key knowledge is evident
Computing	Weekly Computing lesson to be delivered during PPA means that this time is protected and the staff member has a clear view on progression. School own curriculum is used.	N/A	S Horton – Computing Lead	On- going	Pupils still experience the full range of curriculum subjects Pupils understanding of key knowledge is evident