

# Covid-19 Catch-Up Premium Plan



The Department for Education has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and support schools to enable them to do so. Whilst Head teachers 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**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

## **Remote education**

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 by 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.

Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered\* approach:

### **1. Teaching**

High-quality teaching for all;

Effective diagnostic assessment;

Supporting remote learning;

Focusing on professional development.

## **2. Targeted academic support**

High-quality one to one and small group tuition;

Teaching Assistants and targeted support;

Academic tutoring;

Planning for pupils with Special Educational Needs and Disabilities (SEND).

## **3 Wider strategies**

Supporting pupils' social, emotional and behavioural needs;

Planning carefully for adopting a Social and Emotional Learning curriculum;

Communicating with and supporting parents;

Supporting parents with pupils of different ages;

Successful implementation in challenging times.

## **What are we doing at Hutton Rudby Primary School?**

At Hutton Rudby Primary, we realise that the impact of the global pandemic on children's health and well-being is incalculable. Therefore, we will continue to place the mental health of our children at the forefront of every decision that we undertake.

As of the October school census, there are currently 195 pupils on roll. School receives £80 per pupil for the catch up premium fund. Therefore:

$$£80 \times 195 = £15,600$$

School will receive £47.67 per pupil this financial year allocated in two separate instalments and £33.33 per pupil the next financial year.

Having undertaken detailed baseline assessments across the whole school in Reading, Writing, Spelling, Phonics and Maths, we have decided to focus on the following key priorities which we feel are essential to enable our children to catch up from any lost learning as a direct consequence of the global pandemic. Thus, our catch up premium funding will be allocated on the following:

### **1. Prioritise Early Reading and Phonics.**

- We have purchased the Rising stars reading planet online e-book resources for KS1 children.
- Extended our Reading Plus license for Y2/Y3 and Y4 children as well as our existing license for Y5 and Y6 children. The children use Reading Plus as part of their home learning, undertaking x3 30 minute sessions each week.

- Reading scheme books purchased for KS2 children
2. **Implementation of a robust whole school catch up intervention programme delivered by all support staff every afternoon. (See below)**
  3. **A detailed home-learning programme for parents to play an active role in the learning of their children whether their child is in self-isolation or not.**
- All staff will be given necessary support and release time from the classroom to upload lesson resources, explanation videos and other work on the school website, so that parents can undertake further work at home with their children.
  - Staff communicate with parents via the Class Dojo learning platform, providing feedback when relevant and necessary. (See home learning section of the school website)



## Whole School Catch Up Intervention Plan



*Across the whole school, over 90% of Phonics, English and Maths lessons to be supported by a Teaching Assistant.*

### **Intervention catch up overview (Children will not be removed from PE for any intervention)**

Lucy Atkinson	<p>Year 6 MATHS x3 a week 30 minutes in the afternoon – x 5 children</p> <p>Year 6 MATHS x3 a week 30 minutes in the afternoon – x7 children</p> <p>Year 6 Spelling / SPAG x 2 a week 30 minutes in the afternoon – x6 children</p> <p>Year 6 Spellings / SPAG x 2 a week 30 minutes in the afternoon – x 5 children</p>
Helena Stonehouse	<p>Year 5 MATHS x 3 a week 30 minutes in the afternoon for 3 weeks – x5 children</p> <p>Year 5 MATHS x3 a week 30 minutes in the afternoon for 3 weeks – (1 to 1)</p> <p>Year 6 READING x 3 a week 30 minutes in the afternoon – x6 children</p>
Lauren Aldcoin	<p><b><u>Year 2 – one to one</u></b>            15/20 mins daily AM or PM  <u>Wave 1 – teach 1 sound a day as if teaching phonics with 4 part lesson</u>            /ai/ /ure/ /air/  <u>Wave 2</u>            Phase 3 tricky words (he she we me be my you they)/Phase 3 words            Reading sentences with Phase 3 tricky words and decodable words  <u>Wave 3</u>            Reading words with adjacent consonants (phase 4)</p> <p><b><u>Year 1 – one to one</u></b>            15 mins daily with LA  <u>Wave 1</u>            Reading Phase 2 HFW/Tricky words (if, am, an, is, in, of, dad, and, get, big)            Practise word level and apply at sentence level  <u>Wave 2</u>            Teach /ear/ /air/</p> <p><b><u>Year 1 – one to one</u></b>            15 mins daily either AM or PM</p>

	<p><u>Wave 1</u> Reading Phase 2 HFW/Tricky words (no, off, dad, had, back) Practise word level and apply at sentence level</p> <p><u>Wave 2</u> Teach /ch/ /sh/ /ng/ /ai/ /oo/ /ar/ /or/ /ur/ /ear/ /air/ /ure/ /er/</p> <p><b><u>Year 3 – one to one</u></b> 15/20 mins daily either AM or PM <u>Wave 1 – Phonics 4 part lesson to teach sounds 1 per day</u> /sh/ /ar/ /or//ur/ /ow/ /oi/ /ure/ /er/ Revisit sounds/teach new sound/practise word level reading/practise sentence level reading <u>Wave 2 – Phonics 4 part lesson to teach sounds 1 per day</u> All Phase 5 further graphemes for reading</p> <p><b><u>Year 3 – one to one</u></b> 15/20 mins daily either AM or PM <u>Wave 1 – 1 week</u> Teach sound /ure/ Reading the tricky word were Practise reading words with adjacent consonants (Phase 4) <u>Wave 2 – Phonics 4 part lesson to teach sounds 1 per day</u> /ir/ /ue/ /ew/ /au/ Revisit sounds/teach new sound/practise word level reading/practise sentence level reading Then Applying Phase 5 sounds at sentence level</p> <p><b><u>Year 3 – one to one</u></b> 15/20 mins daily either AM or PM <u>Wave 1 – 2 weeks max!</u> Teach /ure/ Teaching reading ‘they’ Spelling (the, she, we, me, be, was, my, you, her, they, all, are) <u>Wave 2 – Phonics 4 part lesson to teach sounds 1 per day</u> /ey/ /ay/ /ew/ /au/ Revisit sounds/teach new sound/practise word level reading/practise sentence level reading</p>
Suzanne Straw	<p><b><u>Year 1 – one to one</u></b> 15/20 mins daily either AM or PM with SS <u>Wave 1 – Every day for a week/until she is confident/use this to boost and build trust</u> /ck/ Reading Phase 2 words (I, an is, dad, but, had) Sentences and captions with Phase 2 HFW and tricky words <u>Wave 2 – teach 1 sound a day as if teaching phonics with 4 part lesson</u> /y/ /qu/ /ch/ /ng/ /igh/ /oo/ /or/ /ur/ /ow/ /oi/ /ear/ /air/ /ure/</p> <p><b><u>Year 3 – one to one</u></b> 15/20 mins daily with SS</p>

	<p><u>Wave 1</u> Assess phonics and work on reading skills</p> <p><b><u>Year 3 - Phase 5 group x9 children</u></b> 30 mins daily with SS <u>Wave 1 – Phonics 4 part lesson to teach sounds 1 per day</u> /ey/ /ay/ /ou/ /ie/ /ea/ /ir/ /aw/ /wh/ /ew/ /oe/ /au/ Revisit sounds/teach new sound/practise word level reading/practise sentence level reading</p>
Marie Banks	<b>Year 5 Maths 30 minutes every day either AM or PM – x2 children</b>
Liz McGurk	<p><b><u>Year 2 – one to one</u></b> 15 mins daily Thursday and Friday <u>Wave 1</u> Reading and spelling words with adjacent consonants</p> <p><b><u>One to one</u></b> 15 mins Thursday and Friday <u>Wave 1</u> Reading Phase 2 HFW/Tricky words (I, no, as, mum, is, of, off, on, up, not, got, but, had, back, get, him, has, his) Practise word level and apply at sentence level <u>Wave 2</u> Oral segmenting/segmenting VC and CVC words with Phase 2 and 3 GPC</p> <p><b><u>One to one</u></b> 15 mins Thursday and Friday <u>Wave 1</u> Reading Phase 2 HFW/Tricky words (I, no, an, can, mum, of, up, but, back, big, has, not) Practise word level and apply at sentence level</p> <p><b><u>One to one</u></b> 15 mins Thursday and Friday <u>Wave 1</u> Reading Phase 2 HFW/Tricky words (as, on of, not) Practise word level and apply at sentence level <u>Wave 2</u> Teach /air/ /ure/</p> <p><b><u>One to one</u></b> 15 mins Thursday and Friday <u>Wave 1</u> Reading Phase 2 HFW/Tricky words (on, of, had, big) Practise word level and apply at sentence level <u>Wave 2</u> Segmenting VC/CVC words</p> <p><b><u>One to one</u></b> 15 mins Thursday and Friday <u>Wave 1</u></p>

	<p>Reading Phase 2 HFW/Tricky words (no, go, as, is, of, had, him, has, not, can, mum)  Practise word level and apply at sentence level  <u>Wave 2</u>  Reading captions with Phase 2 and 3 GPC</p> <p><b><u>One to one</u></b>  15 mins Thursday and Friday  <u>Wave 1</u>  Reading Phase 2 HFW (am, had, get, can, got)  Practise word level and apply at sentence level  <u>Wave 2</u>  Teach /ur/  Reading Phase 2 HFW (with, for, now, down, look)  Practise word level and apply at sentence level  Reading words with Phase 3 GPC</p> <p><b><u>Phase 3 group x5 children</u></b>  30 mins Thursday and Friday  <u>Wave 1 – Phonics 4 part lesson to teach sounds 1 per day</u>  /or/ /air/ /ure/ er/ /oi/ /ear/  Revisit sounds/teach new sound/practise word level reading/practise sentence level reading</p>
Donna Tumelty	<p><b><u>Year 2 intervention one to one</u></b>  15/20 mins daily either AM or PM with DT  <u>Wave 1 – 2 weeks</u>  /ure/  Tricky words her/they HFW this/look/too  Blending words with trigraphs (air ure ear igh)  Reading sentences with phase 3 words  <u>Wave 2</u>  Reading words with adjacent consonants (Phase 4)  Tricky/HFW words some/come/one/were/there/what/from  Reading sentences containing words with AC and HFW/Tricky words</p> <p><b><u>One to one</u></b>  15/20 mins daily either AM or PM with DT  <u>Wave 1 – a week</u>  Reading Phase 2 words (is in it of back and get has not got)  Captions with Phase 2 HFW and Tricky words  <u>Wave 2 – teach 1 sound a day as if teaching phonics with 4 part lesson</u>  /oo/ /ar/ /air/  <u>Wave 3</u>  Reading words with Phase 3 GPC then daily reading</p> <p><b><u>X2 children</u></b></p>

	<p>15/20 mins daily either AM or PM with DT</p> <p><u>Wave 1</u> Reading words with Phase 3 GPC Tricky words (he be was my her all) Reading sentences with Phase 3 words inc tricky and HFW</p> <p><u>Wave 2</u> Reading words with adjacent consonants</p> <p><b><u>X2 children</u></b> <u>Wave 1 – Quick 2-week blast daily 4 part lesson</u> With DT Phase 5 sounds /ey/ /ou/ /ue/ /aw/ /ph/ /ew/ /oe/ /i-e)</p> <p><b>Spelling group x6 children x2 a week until secure</b> with DM/LM Spelling (he she we me be was my you her they all are)</p>
Denise Marriner	<p><b><u>Year 2 one to one</u></b> 15 mins daily Monday to Wednesday <u>Wave 1</u> Reading and spelling words with adjacent consonants</p> <p><b><u>Year 1 one to one</u></b> 15 mins Monday to Wednesday <u>Wave 1</u> Reading Phase 2 HFW/Tricky words (I, no, as, mum, is, of, off, on, up, not, got, but, had, back, get, him, has, his) Practise word level and apply at sentence level <u>Wave 2</u> Oral segmenting/segmenting VC and CVC words with Phase 2 and 3 GPC</p> <p><b><u>One to one</u></b> 15 mins daily with DM/LM <u>Wave 1</u> Reading Phase 2 HFW/Tricky words (I, no, an, can, mum, of, up, but, back, big, has, not) Practise word level and apply at sentence level</p> <p><b><u>One to one</u></b> 15 mins Monday to Wednesday <u>Wave 1</u> Reading Phase 2 HFW/Tricky words (as, on of, not) Practise word level and apply at sentence level <u>Wave 2</u> Teach /air/ /ure/</p> <p><b><u>One to one</u></b> 15 mins Monday to Wednesday <u>Wave 1</u></p>

	<p>Reading Phase 2 HFW/Tricky words (on, of, had, big) Practise word level and apply at sentence level <u>Wave 2</u> Segmenting VC/CVC words</p> <p><b><u>One to one</u></b> 15 mins Monday to Wednesday <u>Wave 1</u> Reading Phase 2 HFW/Tricky words (no, go, as, is, of, had, him, has, not, can, mum) Practise word level and apply at sentence level <u>Wave 2</u> Reading captions with Phase 2 and 3 GPC</p> <p><b><u>One to one</u></b> 15 mins Monday to Wednesday <u>Wave 1</u> Reading Phase 2 HFW (am, had, get, can, got) Practise word level and apply at sentence level <u>Wave 2</u> Teach /ur/ Reading Phase 2 HFW (with, for, now, down, look) Practise word level and apply at sentence level Reading words with Phase 3 GPC</p> <p><b><u>Phase 3 group x5 children</u></b> 30 mins Monday to Wednesday <u>Wave 1 – Phonics 4 part lesson to teach sounds 1 per day</u> /or/ /air/ /ure/ er/ /oi/ /ear/ Revisit sounds/teach new sound/practise word level reading/practise sentence level reading</p>
Oliver Whawell	Year 6 – Monday 1130, Tuesday 1130, Thursday 1415-1515 – x2 children
Matthew Kelly	Year 6 MATHS x3 a week 30 minutes in the afternoon – x4 children Year 6 READING x3 a week 30 minutes in the afternoon – x5 children

ALL INTEVENTIONS WILL BE CONTINUALLY EVALUATED