



Thy word is a lamp to my feet and a light  
to my path.  
Psalm 119 Vs 105

# St Mark's Church of England Primary School: COVID-19 Recovery Curriculum -Catch Up Plan- Autumn 20

Following the lockdown on March 28th due to COVID 19, the children of St Mark's Primary School had to adapt as learners and rely on home schooling, remote teacher support and little or no face-to-face teaching from their class teacher. This inevitably meant that many children now have gaps in their knowledge.

At St Mark's, we have constructed a plan to ensure children catch up on any lost learning time and potential gaps in knowledge. This plan will build on quality first teaching, empowering all staff to provide high quality experiences and teaching with the child's health and well-being at the centre. We are clear that this process will not just be for the current year.

Since returning to school in September Attendance has been very high with overall figures ranging between 94% and 96%.



# Context

School Information	
Number of Pupils – 225 inc EY (252 Capacity)	Number of Disadvantaged Pupils – 87 (45% of school population)
Number of Teachers – 11 10 full time class teachers 1 part-time (0.8) SENDCo teacher	Number of Teaching Assistants – 14 1 HLTA's (cover PPA and work in class) 1 Pastoral and Attendance (SEMH focus)
<p>St Mark's C of E primary is a popular, over-subscribed single form entry primary school including two year old provision and a nursery class. The school serves the parish of St Marks, with attendance at church being high. Most children live within the immediate vicinity of the school with the school serving a very diverse community. Our school's Christian Vision, as linked to our Christian values are clearly stated respected and understood by the school community and reflected in daily interactions, collective worship, church services, school ethos and festivals.</p> <p><b>DISADVANTAGED:</b> The school was in the top 20% of all schools for the proportion of FSM (50.7%).Including nursery.</p> <p><b>ETHNICITY:</b> The largest ethnic groups are: White - British (26.0%), White - any other White background (14.7%), Mixed - White &amp; Black Caribbean (7.9%), Mixed - any other mixed background (7.9%), Black or Black British - Caribbean (13.6%), Black or Black British - African (18.1%). This school has 10 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.</p> <p><b>S.E.N:</b> The school was in the top 20% of all schools for the proportion of SEN support (19.5%).</p> <p>Our last OFSTED inspection outcome in June 19 was graded as 'GOOD' Our SIAMs inspection in January 2020 was judged to be 'EXCELLENT'</p>	

Key Priorities	Expected Outcomes
<ul style="list-style-type: none"> <li>That all disadvantaged children meet end of year expectations and make significant progress;</li> </ul>	<ul style="list-style-type: none"> <li>All disadvantaged children will meet their end of year expectations, meaning that all gaps will have been closed and children will have caught up; all disadvantaged children will make significant progress.</li> </ul>
<ul style="list-style-type: none"> <li>That all children meet end of year expectations and make significant progress;</li> </ul>	<ul style="list-style-type: none"> <li>All children will meet their end of year expectations, meaning that all gaps will have been closed and children will have caught up; all disadvantaged children will make significant progress.</li> </ul>
<ul style="list-style-type: none"> <li>That IT provision is in place for remote learning, blended learning and for in school provision;</li> </ul>	<ul style="list-style-type: none"> <li>All children are able to access remote learning.</li> </ul>
<ul style="list-style-type: none"> <li>That the quality of all teaching and learning is effective across the school;</li> </ul>	<ul style="list-style-type: none"> <li>Support given to all staff through training, coaching etc. staff CPD; provision identified and implemented for any gaps in children's skills and knowledge (as a direct result of lockdown).</li> </ul>



# A Tailored Approach To Meet The Needs Of St Mark's.....



## **What is the 'catch-up' premium funding?**

- The government has provided £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. Schools must use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their children and circumstances.
- St Mark's has been allocated £9,000+ additional 'catch-up' funding to support interventions designed to close gaps in attainment for this academic year.

## **How will spending decisions about interventions be made?**

- Since the start of the new academic year, leaders in school have been following best practice guidance documents and approaches published by the DfE (Department for Education) to ensure the additional funding is directed in the most effective way. Approaches taken by the school will be driven by our detailed knowledge of children's current attainment and will draw upon approaches that are evidence-based that are proven to have a positive impact on closing gaps.
- St Mark's takes a pragmatic approach to closing gaps and raising attainment. Our school is located in one of the most deprived parts of the London borough of Islington. Poverty is a huge issue amongst the school community as is digital poverty. Children feel safe at school and enjoy their learning as part of a whole class setting.

## **Quality First Teaching**

- Our Recovery Curriculum has been built and structured to focus on the key skills and knowledge that children need in order to access the wider curriculum. Teachers will focus on embedding these key facts in the first two terms for all core subjects whilst still teaching a smaller percentage of non-core subjects. This will be picked up in the Summer Term. All teaching will take into account the children's ability on return from the Summer Term 2020 and planning will be tailored to their needs. The first 10 days of the term focused on wellbeing and sharing the plans for the term. Academic testing was not carried out until the second half of the Autumn Term.

## **Classroom intervention**

- All class teachers moved up with their classes in September to ease transition and buffer the recovery. Our bubble structure means that there is an additional Teaching Assistant in each phase bubble to support the children at most risk of falling behind or further behind. These children will be planned for by the teacher and then work with the support of the TA in the class to allow for smaller ratios and more targeted intervention..

## **Health, Fitness and Wellbeing**

- We believe that the pace of school life needs to be slower in order to support our children in embedding key skills and knowledge to continue to be good learners and in turn widen their curriculum knowledge. We also believe that with this approach these children won't have suffered during the lockdown period but will have actually grown in many ways and have more determination to succeed in all that they do reaching their full potential.

## **Who will benefit from the funding?**

- During the second half of the Autumn Term, all children across the school have undertaken high-quality assessments in reading, writing, phonics / spelling and maths. Through careful analysis of this assessment data during pupil progress meetings, teachers alongside subject leaders have identified groups of children that will benefit from 'catch-up' support or other interventions to enable them to close gaps in understanding and attainment.

# Provision



## Quality First Teaching

- Clarity of expectations
- Regular Staff INSET and training
- Bespoke Recovery Curriculum
- Additional adults in classes
- Purposeful practice
- Explicit teaching of vocabulary
- AFL
- Metacognition and modelling

## Targeted Academic Support

- New set of Chrome books
- Buy in to online learning for targeted individuals
- Small and individual tuition

## Wider Strategies

- Breakfast Club
- Gardening
- Trauma informed support
- Website learning project
- Holiday projects
- Junior leadership team
- Collective worship
- Improved play spaces

# Catch Up Plan

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)
To purchase 30 Chrome books	Whole school will benefit.	Practise in school will aid home learning.  Children with limited support at home can become ofay with GC routines and home learning expectations	MJ NM	All children accessing home learning.  Increased percentage of children uploading their work.	£6000.00
To purchase a whole school set of Reading Road map books	Each book read will be tracked for each child- Rewards for children	Improved reading skills.  Increased enjoyment of texts	SM MB	Book week certificates  Weekly celebration assembly	£1100.00
To purchase games and resources to support speech and Language	Children with S&L difficulties	Games will improve communication and understanding	AL All TAs	PPM  Progress made each term for targeted individuals	£200.00
To provide booster sessions for key individual identified at PPM	Key groups in each class based on progress and teacher judgement	Y2  Phase 3 children	MJ  Core subject leaders	End of year data  Monitoring of books  Individual progress at PPM	£1000.00  40x£25
To purchase the online learning tool 'Nessy' to support groups of children in all year groups	Key groups in each class based on progress and teacher judgement	Y1-6	SBF  All TAs	Basic skills in areas of reading and writing are secure	£450.00
Total £8750.00					

