



## Deer Park School Coronavirus Catch-up Premium: Strategy Statement

### Summary information

Academic Year: 2020/21

Total Catch-Up budget: £14,080

Date of most recent CCP Review: 09/20

Total number of pupils: 224

Date for next internal review of this strategy: 01/21

### Current Attainment

Assessment	Year	School PPG Pupils				School Non-PPG Pupils				National PPG Pupils				National Non-PPG Pupils			
EYFS - GLD	2019	100%				86%				57%				74%			
Phonics Screening Check	2019	100%				100%				71%				84%			
KS1 SATs Assessments	2019	RWM	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM	R	W	M
		100%	100%	100%	100%	80%	87%	80%	87%	50%	62%	55%	62%	69%	78%	73%	79%

### DfE Guidance on Priorities for each Key Stage

Teachers and early years practitioners may consider focusing more on the prime areas of education, including communication and language, personal, social and emotional development, and physical development, if they think this would support their children to catch up following time out due to coronavirus (COVID-19). For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For nursery and childminder settings, and reception, consider how all groups of children can be given equal opportunities for outdoor education.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and relationships and health education.

### Foci for the Allocation of Coronavirus Catch-Up Funding

The below foci have been used to structure the allocation of coronavirus catch-up funding at Deer Park School. These foci have been drawn from the published work of the Education Endowment Foundation, and from the advice disseminated by the Department for Education.

#### 1. Teaching and Whole School Strategies

- Supporting excellent teaching with high quality training, resources and curriculum planning.
- Coordinating pupil assessment to provide accurate information on areas that require effective support, or to identify pupils who may benefit from additional measures.

#### 2. Targeted Support and Interventions

- One to one and small group tuition, with high quality instruction where content is linked to assessment.
- Intervention programmes, structured to support and aid rapid progress in English and mathematics, and timetabled to enable consistent delivery.

#### 3. Wider Strategies and Pastoral Care

- Supporting pupils with the emotional ramifications of loss or disruption, through quality therapeutic care and opportunities for emotional expression.
- Regular and supportive communication with families on curricular content and learning opportunities, to encourage home support and engagement with learning.

### Curricular Objectives for Deer Park School during the Coronavirus Catch-Up Period

<b>A. Recovering and embedding core knowledge and skills</b>	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. There will be prioritisation within subjects of the most important components for progression, which is identified to be more effective than removing subjects which pupils may struggle to pick up again later.
<b>B. Maintaining curricular breadth</b>	Aim to return to the school's normal curriculum in all subjects by summer term 2021. Teaching at the start of the year will be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
<b>C. Use of accurate assessment</b>	Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems.
<b>D. Implementing high quality remote education</b>	Develop remote education so that it is integrated into school curriculum planning. Remote education will be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching or in the case of localised restrictions.

# Allocation of Funding 2020 – 2021

Coronavirus Catch-Up total grant: £14,080

Foci and Area of Spending		Desired Outcome	Chosen Action(s)	In-School Lead	Funding Allocated	Review Period
1. Teaching and Whole School Strategies	Teacher Training	Teacher training prepares teachers to provide high quality access and scaffolding to the curriculum for all pupils, including those whose progress has been slowed by national restrictions.	<ul style="list-style-type: none"> <li>Teacher training on SEND provision and access is sourced from high quality providers, and delivered as part of the CPD offer.</li> <li>Access is developed as the T&amp;L focus of the opening term, and both leaders and teachers are trained on evaluating and implementing access arrangements in taught lessons.</li> </ul>	Headteacher Deputy Headteacher Reading Lead	£580	Half-Termly
	Assessment	Accurate and productive assessment identifies gaps in knowledge and skills for individual children, and supports the corresponding implementation of targeted teaching strategies.	<ul style="list-style-type: none"> <li>A comprehensive assessment system, with gaps analysis, is identified and acquired.</li> <li>Training for staff on use of assessment systems, without incorporating onerous or unproductive assessment practices.</li> </ul>	Deputy Headteacher	£900	Termly
2. Targeted Support and Intervention	Reading and Language Intervention	Pupils continue to make at least expected year on year progress and consistently meet or exceed national expectations.	<ul style="list-style-type: none"> <li>High quality expert tuition for mathematics provided by specialist tutor on a weekly basis</li> <li>Reading and language interventions for pupils in EYFS and KS1 on a daily basis.</li> <li>Small groups and individual reading catch-up interventions on a weekly basis, with designated highly effective teaching staff.</li> </ul>	Headteacher, Subject Leaders	£8,200	Termly
	Mathematics Intervention	Pupils with identified gaps in knowledge and skills make rapid progress through tailored intervention in this gap areas.				
3. Wider Strategies and Pastoral Care	Drama therapy and Counselling	Pupils who require additional support with emotional processing, or who have been profoundly affected by recent events, have in-school professional support for emotional expression and therapeutic counselling.	<ul style="list-style-type: none"> <li>A high quality drama therapist is sourced by the school and practice implemented.</li> <li>Children are referred by DSLs, parents and class teachers in order to provide a triangulation of perspective.</li> </ul>	Headteacher Deputy Headteacher	£4,400	Half-Termly
	Curricular Support and Communication with Families	Families are empowered and enabled in supporting pupils at home with their curricular learning, in addition to receiving quality information on the instructional strategies used to support their children.	<ul style="list-style-type: none"> <li>Core subjects each have two information sessions online in the opening term.</li> <li>A robust schedule of online learning opportunities for parents is implemented for the remainder of the year.</li> </ul>	Subject and Phase Leaders	£0	Half-termly
Total Funding Allocated					£14,080	