

Covid-19 'Catch up' – for all the children at Tenacres

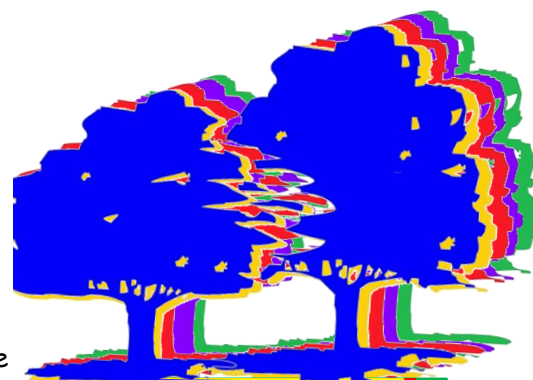
In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme. At Tenacres, we also refer to 'catch up' as 'bouncing back'.

Our Aims:

- The mental health and well-being needs of pupils, staff and families that have arisen as a result of the pandemic are met and supported by the school.
- Identify basic skills and the resources required to ensure aspects are addressed and impact on the wider curriculum.
- Adapt the curriculum content and provision to address gaps in knowledge, understanding and skills.

At Tenacres, this funding will be used in order to provide:

- Supporting the mental health and well-being of pupils. All staff in September 2020 received CPD focusing on JIGSAW, a PSHE (Personal, Health, Social and Emotional) based programme which was then rolled out across the whole school from the start of this academic year. All classrooms have designated resources to support the teaching and consolidation of this. Teachers baseline pupils and assess at the end of each unit. Following the January 2021 lockdown this proved invaluable in re-evaluating children's Personal, Health and Emotional well-being.
- Starlight Room: access to the Starlight Room has been increased with regards to the capacity and the number of children that can access this. Staff have and will continue to identify children who require additional support for their BSE (Behaviour, Social and Emotional) well-being with the effects of the March 2020/January 2021 lockdowns and the impact of COVID.
- Forest School: additional resources were purchased to enable both Forest School sites to be used by both classes in each year group. All classes were timetabled for Forest School on a weekly basis. This contributed to our focus on children working together, listening and communication skills after both lockdowns.
- EYFS, Year 1 and 2 outdoor learning environments were further extended and enhanced. This enabled additional opportunities for 'continuous provision'.
- Additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning. Across the school this includes:



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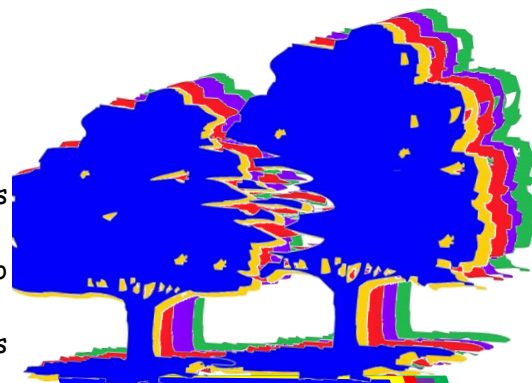


- SALT (Speech and Language Therapy) to support children's access to the wider curriculum.
- Additional adult support in KS1 and KS 2 for intervention to address any gaps on learning.
- Additional adult support in Years 1 and 2 for phonic awareness and understanding.
- Additional adult support in Reception for the children to settle in. The cohort missed a considerable amount of time in pre-school/nursery. Teachers to identify aspects requiring a higher degree of support than in a 'typical' year.
- Family Support Worker working to support children and parents.

- **Working through well sequenced, purposeful learning schemes.** For example, at Tenacres the 'recovery curriculum' was designed with the return of children at its core. This was continually adapted by teachers to facilitate and accommodate the gaps in learning. In Maths, we utilised the White Rose Recovery Maths Scheme as our spine of learning and we have been able to use Catch-up Premium to purchase adapted plans that have been purpose written for catch-up.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Developing Fine Motor Skills:** Home packs were created to support identified children. These actively involved Parent/Carers contributing to the development of these vital skills.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. Year 2 children achieved a 95% pass mark for the Phonics screening delayed from Year 1.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. Pupils with additional needs continue to have 'Pupil Passport' meetings. These meetings also enable the child's voice and the Parent/Carers voice and input in their learning journey.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch-up work as many children will have not been in formal school setting for a number of months.

(For some children)

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising Catch-up Premium - dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on needs of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.



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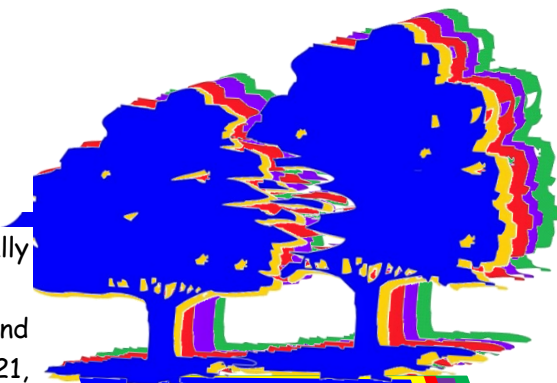
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Future plans:

- September 2021 the installation of a Sensory Garden - centrally located in the school grounds.
- Transport costs enabling all children to participate in trips and visits. Including our Year 4 residential visit planned for July 2021, providing the Governments 'roadmap' continues as planned.

Reviewed and updated May 2021



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