

# Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers 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:

1. 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.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. 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.
4. 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
- **Ofsted** will conduct interim visits to schools between **28 September and December 2020** and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

## Catch-up Premium Plan KS3 & KS4

|  |              |  |               |
|--|--------------|--|---------------|
| <b>Academy</b>                         | Pool Academy | <b>Allocated funding (Catch-Up)</b>                    | £ 44000       |
| <b>Number on roll (total)</b>          | 550          | <b>First tranches allocation Oct 20</b>                | £12320        |
| <b>% Pupil Premium eligible pupils</b> | 188 (34%)    | <b>Allocated funding (National Tutoring Programme)</b> | Not known yet |

| <b>Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)</b> |   |
|---|---|
| <b>B1</b>   | Literacy skills. Particular challenge around the incoming Year 7s were they are significantly below national average      |
| <b>B2</b>   | Gaps in curriculum as identified by each Curriculum Leader  |
| <b>B3</b>   | Readying the school for further home learning needs (E.g. a second lockdown)  |
| <b>B4</b>   | Ensuring all students can access online learning at home  |
| <b>B5</b>   | Gaps in knowledge that have appeared between March and July 2020 (as identified through September diagnostic assessments) |
| <b>B6</b>   | Ensuring our SEND students are making social, emotional and academic progress following the lockdown period               |
| <b>B7</b>   | Understanding T&L strategies within the 'new normal' way of teaching  |
| <b>B8</b>   | Gaps in 'careers and further education' advice and guidance   |
| <b>B9</b>   | Understanding the ability of our new Year 7 intake without SATS scores  |
| <b>B10</b>  | Maintaining a high attendance % for all students is a priority  |
| <b>B11</b>  | Wellbeing: Students adjusting to the new school routines and structures   |

**B12**

Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

## Teaching and Whole School Strategies

| Year Group  | Actions   | Intended impact  | Cost    |
|-------------|---|--|---------|
| 7           | <b>B9:</b> CATs testing for all Year 7 students   | Identify the ability of all students so as they can be set in CORE subjects in October 2020  | £ 1092  |
| 7 8 9 10 11 | <b>B1:</b> Extra English staffing to deliver specific literacy intervention and support teaching  | Qualified English teacher carrying out extraction and intervention to raise reading ages of targeted students: <ul style="list-style-type: none"> <li>December intervention group targeting 3 months of additional progress</li> </ul> | £ 12000 |
| 7 8 9 10 11 | <b>B2:</b> Extra mathematics staffing to deliver specific intervention and support teaching   | Qualified maths teacher carrying out extraction and intervention to raise attainment levels. Progress measured through End of Teaching Cycle assessments   | £ 12000 |
| 8 9 10 11   | <b>B5:</b> Diagnostic assessments for all students in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020                                  | Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom   | £600    |
| 11          | <b>B5 and 7:</b> Membership of the National College to supply high quality CPD opportunities for all staff.   | 100% teaching staff engagement in a range of CPD activities overseen through the Line Management system / appraisal.   | £1245   |
| 11          | <b>B5:</b> After school targeted intervention programme bespoke to the needs of the students. Ensure that this P6 intervention is at least as effective as pupils' classroom teaching. Cost – resources and rewards | Period 6 intervention should fill gaps in subject knowledge and prepare students for their examinations (mocks and summer exams).  | £250    |
| 7-11        | <b>B4:</b> Ensure all students in all years have a computer and access to the internet at home  | This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events   | £500    |

| Year Group                                | Actions   | Intended impact   | Cost    |
|---|---|---|---------|
| 10 11                                     | <b>B2:</b> Ensure that all KS4 teachers are trained up in their exam specification  | This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the specification.                    | £1000   |
| 11  | <b>B5:</b> Half of all mock papers in all subjects sent off to be marked externally   | This will ensure accurate and consistent marking of year 11 papers with which to identify gaps in knowledge and intervene accordingly.  | £2000   |
| 7 8 9 10 11                               | <b>B5 B6:</b> Continue the tracking of home learning engagement to keep up the positive momentum that was created during national schools closure   | Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (TC assessments and mocks)   | £0      |
| 7 8 9 10 11                               | <b>B7:</b> Focus on Rosenshine & Teach Like A Champion strategies, supported by the use of Knowledge Organisers, leading to all students knowing more and remembering more of the common curriculum being taught.               | Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge. | £500    |
| 7 8 9 10 11                               | <b>B5:</b> Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner. | Quality first teaching remains the single most effective strategy for closing learning gaps. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.                 | £0      |
| <b>Total Cost</b>                         |   |   | £31,187 |
| <b>Allocated cost from catch up Grant</b> |   |   |         |

## Targeted Strategies

| Year Group                                | Actions  | Intended impact   | Cost              |
|---|--|---|-------------------|
| 7 8 9 10 11                               | <b>B1:</b> Literacy – Achieve 3000   | Improve the literacy levels and vocabulary of our students. This will be shown by an increase in Reading Age scores and End of Teaching Cycle assessments between October 20 and January 21 | £995              |
| 7 8 9 10 11                               | <b>B6:</b> Small group tuition for students in Year 7 who require support in numeracy and literacy; one LF to lead on the delivery   | The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the RA tests and End of TC assessments                                     | TBC               |
| 7 8 9 10 11                               | <b>B5 B6:</b> Access the National Tutoring Program to ensure additional targeted support is put in place for all students  | The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams and ROA  | £5000<br>TBC      |
| 10 11                                     | <b>B5:</b> Purchase revision guides for specific groups of students where a need has been identified following national schools closure.<br>Science: <ul style="list-style-type: none"> <li>• Year 10 Fast tack</li> <li>• Support workbook for all Year 11</li> </ul> Technology <ul style="list-style-type: none"> <li>• Revision guides for all students</li> </ul> Humanities: <ul style="list-style-type: none"> <li>• Geography workbook for all Year 11s</li> </ul> | Improved attainment and progress scores between November and February mocks in Year 11  | £ 1250            |
| 11  | <b>B5:</b> History and Geography tutors to target grade 4 students following Autumn and mock assessments.  | Improved attainment and progress scores between November and February mocks in Year 11  | £1500             |
| 11  | <b>B5:</b> Deliver a full program of revision techniques during Active tutorial / PSHE sessions.   | Teaching revision techniques is a helpful way of preparing students for their mock and summer exams.  | Resources<br>£100 |
| 11  | <b>B5:</b> Year 11 success packs. Designed by the students curriculum team these packs are designed to support effective revision and preparation for the summer exams   | Improved confidence demonstrated through positive student voice and exam outcomes   | Resources<br>£500 |
| <b>Total Cost</b>                         |  |   | £10345            |
| <b>Allocated cost from catch up Grant</b> |  |   |                   |

| <b>Wider Strategies</b>                   |  |   |             |
|---|--|---|-------------|
| <b>Year Group</b>                         | <b>Actions</b>   | <b>Intended impact</b>  | <b>Cost</b> |
| 7 8 9 10 11                               | <b>B10:</b> Incentivise and promote improvements in attendance for students and parents.   | This will encourage students to attend and parent co-operation with attendance and could lead to an improvement in attendance figures.  | £500        |
| 7 8 9 10 11                               | <b>B11:</b> Pay for 100 hours of counselling time to run Dreadnought based work in house around anger management/anxiety.                          | Having this provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school. Progress through attendance and behaviour statistics | £3000       |
| 7 8 9 10 11                               | <b>B13:</b> A new system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance | To maintain communication between the school and the parents regarding academic performance   | £500        |
| 7 8 9                                     | <b>B11:</b> Attitudinal survey to look at pupil attitudes to school to enable early intervention   | To identify students who would benefit from a re-engagement programme for their learning  | £400        |
| <b>Total Cost</b>                         |  |   | £4,400      |
| <b>Allocated cost from catch up Grant</b> |  |   |             |

| <b>Summary Catch-up Grant allocation</b> |                |
|--|----------------|
| <b>Strategy</b>                          | <b>Cost</b>    |
| <b>Teaching and whole school</b>         | <b>£31,187</b> |
| <b>Targeted</b>                          | <b>£9,345</b>  |
| <b>Wider</b>                             | <b>£4,400</b>  |
| <b>Total</b>                             | <b>£44,932</b> |
| <b>Allocation</b>                        | <b>£44,000</b> |