



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

The DfE has allocated £650 million to be spent on ensuring all students 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 students 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 students – particularly disadvantaged, SEND and vulnerable students – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All students 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 students 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 student. Curriculum planning should be informed by an assessment of students' 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 from a range of staff including teaching assistant, learning mentors and academic mentors
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting students' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with students 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 students resume learning, including contingency planning for the use of remote education and the use of catch-up funding

COVID-19 CATCH UP PREMIUM PLAN

Number on roll (total)	570 (Year 7 – 11)
% Pupil Premium eligible pupils	48.9
Allocated funding (Catch-Up)	£42,000

Identified barriers to learning (September 2020):

1. Gaps in curriculum as identified by each Head of Department
2. Readyng the school for further home learning needs
3. Ensuring all students can access online learning at home
4. Gaps in knowledge from Lockdown - March to July 2020 (as identified through assessment and audit of work completed during lockdown)
5. Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
6. Understanding T&L strategies within the 'new normal' way of teaching
7. Ensuring all students receive careers and further education advice and guidance
8. Understanding the ability of our new Year 7 intake without KS2 standardised scores
9. Understanding reluctance to fully re-engage with school
10. Wellbeing: Students and staff adjusting to the new school routines and structures
11. Concerns around anxiety and safeguarding issues following the lockdown period
12. Ensuring parental engagement levels are maintained during the 'virtual meeting' era
13. Continuous monitoring of the Covid-19 risk assessment to ensure learning can take place safely

Whole School Strategies

Reference	Year Group	Actions	Intended impact	Cost
SDP 1.4.1	7	CAT/Dyslexia/Reading testing for all students.	Identify the ability of all students to inform the recovery curriculum and ensure appropriate support can be put in place in CORE subjects in October 2020.	£1,465
SDP 1.4.1	7	The 'no more marking' assessments to be completed by all students in English.	These will provide another opportunity to identify the ability of our new Year 7 cohort with regards to literacy.	£0
SDP 1.4.1	7 8	Reintroducing accelerated reader in Years 7 and 8 as part of the recovery curriculum following identification of gaps in learning, skills and Knowledge.	Enable accurate tracking of reading ages and highlight the positive impact our literacy strategy is having.	£ 2,196
SDP 1.3 SDP 1.4	7 8 9 10	Purchase of additional resources: Books Textbooks Materials Visualisers	Visualisers to support learning to enable teachers to model in a Covid secure manner. Books purchased to ensure diverse reading - students are exposed to a greater number of words and challenging texts. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum. Promoting independent learning to support remote learning.	£ 2,258
SDP 1.4	8 9 10 11	Transition 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 recovery curriculum planning and intervention, both in and out of the classroom.	£600
SDP 1.1 SDP 1.4 SDP 1.3	8 9 10 11	Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined.	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way.	£0

SDP 4.3	All years	Ensure all students in all years have a device 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 further periods of lockdown, locally or nationally.	£5,000
SDP 4.3	All years	Purchase 20 more desktop computers to create a third computer room	This will mean more students have access to computers during their lessons, where computers are necessary (Business Studies, Sport Science) to support training for remote learning.	£2,500

Targeted Strategies

Reference	Year Group	Actions	Intended impact	Cost
SDP 1.1 SDP 1.4	All years	Specific programmes/resources at departmental level	Improve student progress	£8,500
SDP 1.4	7	Small group tutoring for students in Year 7 who require support in numeracy, literacy and Science.	The students who benefit from this small group work will catch up lost learning, improving attainment and progress.	£18,049
SDP 1.4	7	Direct leadership time from the SENDCO to coordinate the intervention programme for Y7s who require catch up.	The students who benefit from this small group work will catch up lost learning, improving attainment and progress.	£9,224
SDP 3.4	All years	Tutor programme includes opportunities for students to discuss and reflect on return to school. Promotion of wider reading to support literacy through Register & Read, half termly numeracy competition to support regular retrieval of numeracy skills.	Provide an opportunity for students, in a secure environment, to reflect on and discuss impact of missed learning – allowing pastoral team to support where needed. Student reading, vocabulary and basic numeracy will improve, which will enhance learning across the curriculum.	
SDP 4.3	10 11	Purchase revision guides for all students in all subjects to ensure independent work can be completed at home.	Track home learning engagement and independent learning. Improved attainment and progress.	£900
SDP 4.3	All years	Further training and guidance to support PP students 'Making the Difference for Disadvantaged Learners'	Interventions and strategies learnt to be disseminated to all staff. Improved attainment and progress.	£100

Wider Strategies

Reference	Year	Actions	Intended impact	Cost
SDP 2.1	All Years	New role to specifically work with our hardest to reach families struggling with Covid related anxiety.	To remove barriers and support a successful and maintained return to school.	£10,000
SDP 2.1 SDP 4.1 SDP 4.2	All Years	Adaptation of counselling service to better support students in a trauma informed way when returning to school after lockdown.	More students will 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.	£4,000
SDP 3.2	11	Adaption of the Careers Guidance Service to provide differentiated provision across all five years groups for all students.	More students will have access to specialist advice and guidance over their future pathways, with a particular focus on aspiration and engagement with hardest to reach groups. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£4,000
SDP 4.2	All Years	A new system in place for parents' evenings in 2020/21 to ensure regular conversation between home and school regarding academic performance and wellbeing.	To maintain communication between school and parents regarding academic performance and wellbeing whilst maintaining Covid secure measures.	£1,500
SDP 4.2 SDP 3	All Years	Regular student voice.	To understand and respond to their experiences returning to school after lockdown.	
SDP 4.1 SDP 4.2	7 8 9	Music therapy to provide outlet for students who find verbalising ideas difficult.	To provide students who struggle with engaging with counselling an outlet.	£8,500

SDP 4.2	All Years	Set up and management of a support helpline for parents/carers during and post lockdown.	To support conversations at home with a particular focus on learning and wellbeing. To support the removal of barriers to learning and parental resilience. Improving attendance.	£4,000
			Total Cost	£82,792
			Allocated cost from catch up Grant	£42,000