

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.

COVID catch-up premium plan KS3 and KS4

SUMMARY INFORMATION			
Total number of pupils (based on September census):	844	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£67,520		

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)	
A	Gaps in curriculum as identified by each Head of Department - Headteacher and Deputy Headteacher met with all Heads of Department at the start of the Autumn term to determine gaps in the curriculum and how they are being addressed – all issues collated and fed into initial catch up plan
B	Readying the school for further home learning needs (E.g. a second lockdown) - Deputy and Assistant Headteacher collated all student, parent and teacher voice, reflecting on the remote learning provision in lockdown in order to produce a remote learning policy and procedure for any further period if lockdown or self-isolation of groups
C	Ensuring all students can access online learning at home - audit of access to technology for all students conducted by CMG and gaps being addressed
D	Understanding T&L strategies within the 'new normal' way of teaching - regular focus within departments and whole school CPD
E	Understanding the ability of our new Year 7 intake without SATS scores - significant work by CHW, JTU and SG to produce indicative targets
F	Maintaining a high attendance % for all students is a priority - School working closely with EWO to ensure high levels of attendance – consistently above 95% (as at 20/11/20)
G	Wellbeing: Students adjusting to the new school routines and structures - RAG rating of wellbeing and increased counselling provision

H	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period - Vulnerable students contact log, RAG rating and tutor 1:1s
I	Ensuring parental engagement levels are maintained during the 'virtual meeting' era - Focus on virtual resources and engagement

Plan of Action – Whole School						
Action	Intended outcome and success criteria	What is the rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?	Costs?
To create two TLR posts (Intervention Coordinators) to oversee delivery of catch-up plan	Students will have access to the relevant interventions enabling them to close gaps in learning and well-being.	<ul style="list-style-type: none"> To support those students whose learning, progress and emotional well-being were affected by lockdown. Capacity is needed to ensure the plan is delivered effectively 	<ul style="list-style-type: none"> Report back to SLT and governors with impact of Interventions. 	Deputy Head (DH) / Intervention Co-ordinators (ICs)	End of academic Year	£7,786.00 (inc. On-costs)

<p>To create a tiered approach to each year group according to level of need (learning and / or well-being)</p> <p>Gaps in education as identified by HODs</p>	<p>Identify students at each tier.</p> <p>HODs RAG students who they feel are underachieving (Year 11 initially)</p> <p>HODs RAG students across Years 7 - 10</p>	<ul style="list-style-type: none"> • Use the list of students identified as vulnerable during lockdown • HODs RAG rating of students (Year 11) • PPD outcomes from meetings with tutors • Data from assessment drops • Updated vulnerable students list • 4Matrix / SIMS data • Year 7 reading and spelling ages 	<p>This will produce tiers within each year group to ascertain the interventions / support needed</p> <p>This will identify which students require support across several subjects and we will be able to produce an action plan for individual pupils.</p>	<p>ICs</p>	<p>End of Autumn Term</p>	<p>£ 0</p>
<p>Invest in a system to record all interventions and their outcomes</p>	<p>System in place to record interventions and create targets for students</p> <p>Tracking of student progress and impact of interventions</p>	<ul style="list-style-type: none"> • Look into the use of 'Provision Map' software (Done) • Collate all the interventions that currently take place in school as well as those added during the process 	<p>Invest in software to record all interventions. Reports produced to identify additional needs of students</p>	<p>ICs</p>	<p>End of Autumn Term</p>	<p>£ 1896.5</p>
<p>Internal tutoring / mentoring to support key students identified through tracking document</p>	<p>Targeted tutoring and mentoring enabling students to close gaps and boost confidence</p>	<ul style="list-style-type: none"> • Students identified • Staff identified • Part-time staff (use of pm reg time) • EEF research advocates small group tutoring for identified students to close gaps 	<ul style="list-style-type: none"> • Careful pairing of students and staff • Student voice • Staff feedback • Parent / Carer feedback 	<p>ICs</p>	<p>Every half-term minimum</p>	

External mentoring to support key students identified through tracking document	Targeted mentoring enabling students to close gaps and boost confidence	<ul style="list-style-type: none"> • Students identified • Staff identified • Some students will need a more holistic approach which mentoring will provide 	<ul style="list-style-type: none"> • Careful pairing of students and staff • Student voice • Staff feedback • Parent / Carer feedback 	ICs	Every half-term minimum	Estimate £40 per hour (£1200)
After school subject Specific Interventions	Targeted students work with subject teachers to close the gaps	<ul style="list-style-type: none"> • Small group tailored interventions to address identified gaps in subject specific skills and knowledge 	<ul style="list-style-type: none"> • Feedback from HOD and identification of students of concern • Parental engagement 	Assistant Head (AH) – feedback any concerns to ICs	Every half-term minimum	£ 0
<p>National Tutoring Programme</p> <p><i>Create intervention groups based on need, focusing initially on MFL, Maths and Science.</i></p> <p><i>Send enquiries to different suppliers and suggest a demo</i></p>	Opportunities for bespoke intervention are provided for those students in greatest need	<ul style="list-style-type: none"> • EEF research advocates small group tutoring for identified students to close gaps • Upskill students in order to be able to access the learning of their peers and make appropriate progress 	<ul style="list-style-type: none"> • Appropriate providers identified and secured • Review progress regularly in line with which NTP provider(s) we use • Feedback on the NTP programme from student, staff and parents / carers. 	DH and ICs	To be started asap with first group of students	£ 10,000 approx. (there is flexibility for this to increase)

To purchase GCSE Pod for all KS4 students	Resource available for all KS4 students Student, Staff, Parents / Carers access the resource on a regular basis	<ul style="list-style-type: none"> To support class teachers with QFT Resource for students to use to support their studies To engage more students due to the bite size elements 	<ul style="list-style-type: none"> Staff drop-ins for key aspects Students supported with logging in (Year 10 remotely / Year 11 in school) Monitor usage of staff and students Parent / Carer video to enable them to support their child 	ICs	Each half-term monitor usage	£3,762
Exampro	AQA subject areas are able to access assessment and past papers	<ul style="list-style-type: none"> To support HODs with assessment material and to provide students with exemplar material 	<ul style="list-style-type: none"> Staff and student feedback Administrator 	ICs / CKN	End of Academic Year	£ 565.00
Whole school questionnaire to identify pupils' attitudes to self and school	Identify, the feelings of pupils and barriers to learning / engagement	<ul style="list-style-type: none"> Gain an understanding of the barriers to learning / engagement in order to address them 	Identify what interventions are needed to support the outcomes from the questionnaire Parental engagement	ICs	All pupils to complete by end of Autumn Term and then revisited in the Summer Term	£ 0
Increase school counsellor / mentor hours	To work with identified students to improve their emotional and social well-being	<ul style="list-style-type: none"> To support students' mental health and well-being 	<ul style="list-style-type: none"> Students identified from HOH, HOD, Student Support, Learning Support Tracking emotional well-being of students Close liaison with Student Support 	ICs / Student Support	Termly	£5,000

Appointment of additional Learning Mentor	Learning Mentor manages the intervention room and adds capacity to Student Support Team	<ul style="list-style-type: none"> • Adequate supervision is required for planned interventions 	<ul style="list-style-type: none"> • Learning mentor to monitor and maintain the intervention room • Students accessing online tutoring / SMHK / tasks etc. • Weekly timetable recording attendance and outcomes • Intervention room created • Timetable for students • Staffing to be considered (Internally and / or externally) 	ICs	Half-Termly	£6,000 (Additional funding to come from pupil premium)
Purchase additional Laptops - technology	Students are able to access online tutoring during the school day	<ul style="list-style-type: none"> • Adequate technology equipment needed for the students to access online tutoring 	<ul style="list-style-type: none"> • Learning mentor will supervise the allocation of laptops and headsets 	ICs		£3,000
Purchase additional tutor reading book sets to broaden the menu of books available	Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads daily reading programme.	A regular focus on reading will improve students' outcomes. Specifically, the choice of texts with a focus on diversity and inclusion, will broaden students' opinions and invoke discussions.	<ul style="list-style-type: none"> • Embed within the tutor programme • Student Voice 	Head of English / ICs		£ 2,500

Purchase Twinkl for specific departments	To enable departments particularly affected by impact of Covid to plan appropriate SoW and lessons (differentiated)	Some subjects, e.g. Science, unable to deliver SoW as normal due to logistics (e.g. lack of lab access, health and safety etc.); Twinkl resources support adaptation of SoW. Also, in case of further lockdown this will provide remote learning opportunities for less able students.	<ul style="list-style-type: none"> Coaching meetings with heads of Dept, scrutiny in event of lockdown, student and parental/carer feedback for individuals accessing work during self-isolation. 	ICs	Termly	£474
To provide parents/carers with relevant information, resources and skills so that they are able to support their child(ren), e.g. tutorial videos posted on website about teaching methods.	Parents to have knowledge and understanding about what their child(ren) is studying, methods, and any resources they can use to support them at home to enhance their learning experiences in school.	To give parents/carers better insight into how to support their child(ren) at home.	<ul style="list-style-type: none"> Parent voice Regular review of parent section on website 	ICs, DH	End of Spring term	£0
Review remote learning provision through student and parent/carer feedback	To analyse successes and areas for development in the event of further lockdown or periods of self-isolation	To ensure remote learning provision is continually reviewed and improved to fit the needs and circumstances of students.	Feedback used to inform Remote Learning policy and provision	DH	At least termly	£0

Set up Go Girls group based on RAG rating of wellbeing (and questionnaire)	To improve resilience and confidence levels of identified students	By boosting social and emotional wellbeing (and confidence), this will enable students to engage more fully in their learning.	<ul style="list-style-type: none"> Careful selection of students Tailored approach based on identified cohort Rating of wellbeing at start and end of process to measure progress Student voice 	Student Support (ET, ELR)	End of each cycle of sessions	£0
Purchase mini whiteboards and pens for all students in Years 7- 11	Given the constraints of teachers not being able to deliver normal lessons, these will enable staff to gather quick feedback and student responses, therefore helping to monitor progress and identify any gaps.	Movement around classroom is restricted and alternative methods of gathering feedback are needed	Monitoring: <ul style="list-style-type: none"> Learning walks Student Voice Teacher feedback 	Head of Maths (JTU) / ICs / HoDs / SLT	As part of monitoring schedule	£850
Total budgeted cost:						£43,033.50

Plan of action - Specific Departments/Areas

Subject / action	Intended outcomes and success criteria	Rationale	Implementation	Staff lead	Review	Costs
Business resources - Text books for KS4 students	All GCSE Business students to have appropriate resources for own use	Cannot share textbooks in current circumstances	Every student to have access to their own book	WB	During coaching	£1143.66
Music - specialist for coursework support	Students to receive appropriate level of targeted support to enable them to achieve their potential in the practical element of the course	Students unable to benefit from 1:1 or small group support in the way they normally would due to current circumstances and time lost due to lockdown	Appropriate music specialist to be appointed and work weekly with students during music lessons	JAU	During coaching	£479.10
Music - lessons for students who are behind	Students to receive appropriate level of targeted support to enable them to achieve their potential in the practical element of the course	Students unable to benefit from 1:1 or small group support in the way they normally would due to current circumstances and time lost due to lockdown	Appropriate peripatetic music teachers to be appointed to work with students on practical element of course (performance)	JAU	At least half termly	£775.50
Support Hub – reading scheme	To improve reading and spelling ages of low ability learners, enabling them to access more of the curriculum	Six months of learning lost to students who already struggle – key skills need to be focused on in order to address gaps	Scheme with online and in-class functionality to be purchased and used within the Support Hub as well as supporting students who are self-isolating.	SENDCo	During coaching	£1,500

Purchase licenses for audio books for PP and SEND students	To improve reading and spelling of disadvantaged and lower ability learners	With limited access to the library, disadvantaged and weaker students have not been able to access reading material	Research into different companies Analysis of take-up Support materials for parents	Librarian / Head of English / Second in English	At least every term	£750
Virtual Library investment	To continue to provide all students with access to reading materials	Due to current circumstances, the library is no longer able to function normally and investment is required to facilitate the new mobile library and online resources	Research into different ways of facilitating reading, apps etc. Student voice Staff voice	Librarian / Head of English	At least every half term	£1000
Total budgeted cost:						£48.681.76

Notes:

Total budget allows for flexibility to add provision as required; it is anticipated that tuition will increase and the budget for tutoring will be closer to £17000 as we identify gaps across both key stages. Intervention Coordinators will make recommendations to SLT about further expenditure as need emerges – all changes will be captured in the plan and this will be updated on the website periodically.