

Covid-19 Catch-up Premium and Curriculum Expectations 2020/2021

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.

Specific points for Key Stage 4

The majority of pupils in year 10 and 11 are expected to continue to study their examination subjects. In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject. School leaders are expected to make such decisions in discussion with pupils and parents, informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters.

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

Total Number of students in LHEA	732
Catch-up funding allocation	£58480

Barriers to learning for LHEA students

- Literacy skills (reading ages are below national average in all year groups) and the launch of the literacy strategy has been restricted because of lockdowns.
- Gaps in curriculum
- Further full or partial school lockdowns & subsequent preparation for further home learning needs; students having adequate access to online learning at home; Students ability to work independently
- Gaps in knowledge that have appeared between March and July 2020 (as identified through a variety of assessment since the start of Term
- SEND students ability to make social, emotional and academic progress following the lockdown period
- Understanding and developing teaching strategies within the 'new normal' way of teaching
- Gaps in 'careers and further education' advice and guidance caused by a reduced programme
- Understanding the ability of our new Year 7 intake without SATS scores
- Attendance - Maintaining a high attendance % for all students is a priority
- Wellbeing: Students adjusting to the new school routines and structures & concerns around anxiety and safeguarding issues following the lockdown period
- Ensuring parental engagement levels are maintained during the 'virtual meeting' era
- The new plans for the school day create a number of operational challenges which could hamper high quality teaching taking place

Strategies to address the barriers to learning

BARRIER	ACTION	IMPACT
Literacy skills	NGRT (Testing of reading ability)	To monitor reading ability and assess literacy skills across the school and target support as needed.
	NGST (Testing of spelling ability)	To monitor spelling ability of targeted students and assess literacy skills ahead of further intervention.
	BookBuzz (Purchase of books for each Year 7 student)	To ensure all students in Year 7 have a reading book for their choice, exposing to more texts and increasing vocabulary while supporting literacy and reading programmes.
	NLT (National Literacy trust membership)	To provide staff with CPD opportunities and liaise with experts for guidance and support on literacy programmes and interventions.
	Thinking Reading	To accurately identify and assess students with very low reading ability and place on evidence based intervention programme for rapid recovery of reading ability.
	First News (Weekly newspaper for children)	To provide students with additional, much needed reading material otherwise unavailable to them with libraries closed. Supports literacy and reading programmes.
	Purchase additional tutor reading book sets to broaden the menu of books available and support the literacy catch-up programme	Students are exposed to a greater number of words and challenging texts. The teacher leads on the 15 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum. Students can access a wide range of books remotely

Budget Allocation	£23277	
Gaps in curriculum	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
	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 spec
Budget Allocation	£0	
Further full or partial school lockdowns & subsequent preparation for further home learning needs	IT Support (Key Network Services)	Allow students in school to have full access to remote learning
	Additional Online learning applications	History kerboodle
	Ensure that students who do not have access to IT at home, or those who were unable to access remote learning (parental choice) have paper-based work.	All students able to access learning. Photocopying charges
Budget Allocation	£1512	
Gaps in knowledge that have appeared between March and July 2020 (as identified through a variety of assessment since the start of Term	After school intervention to be bespoke and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching	Intervention should plug gaps in subject knowledge and prepare students for their examinations
	Purchase revision guides for all students in all subjects to ensure independent work can be completed at home	Science revision guides
	Some of all mock papers in all subjects sent off to be moderated with external links	This will ensure accurate and consistent marking of year 11 papers with which to identify gaps in knowledge and intervene accordingly
	Curriculum Leaders to track and monitor catch up strategies closely looking at low effort – high	Quality first teaching remains the single most effective strategy for closing learning gaps. A

	impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner	focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of DTT will also support leaders' understanding of effective catch up in the classroom
Budget Allocation	£2499	
SEND students ability to make social, emotional and academic progress following the lockdown period	Small group tuition for students who require support in numeracy and literacy; one LSA to lead on the delivery. Annual budget	The students who benefit from this small group work will make rapid progress in literacy and numeracy
	Additional ELSA support	Elsa to work with SEMH students to support transition back into school following lockdown
	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
Budget Allocation	£4000	
Understanding and developing teaching strategies within the 'new normal' way of teaching	National College	Online platform for staff development and CPD for use during lockdown
	Various staff training and development memberships	PiXL club for academic excellence and remote learning
	Sharing of best practice through CPD/MAT which include a focus on curriculum, T&L, behaviour and pupil premium	CPD will give teachers access to the very best of what exists across the various departments/MAT. This will lead to the most effective classroom practice being shared and student learning optimised.
Budget Allocation	£995	
Gaps in 'careers and further education' advice and guidance caused by a reduced programme	Alternative 'remote' forms of CEIAG for students	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond

Understanding the ability of our new Year 7 intake without SATS scores	To find a different approach to collecting prior attainment data for the new cohort, in lieu of KS2 SATs	CATs (Assessment of verbal, non-verbal, quantitative and spatial reasoning and potential)
Budget Allocation	£2538.90	
Attendance - Maintaining a high attendance % for all students is a priority	Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform.	This will encourage students to attend and parent co-operation with attendance and could lead to an improvement in attendance figures. Also if parents know they can get subsidized for uniform this will encourage attendance/positive start to school for our parents who have no money
Budget Allocation	£234	
Wellbeing: Students adjusting to the new school routines and structures & concerns around anxiety and safeguarding issues following the lockdown period	Pay for additional day / week of counselling time	Having additional counsellors or the 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.
	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
	Extra DSL/ DDSL & HoY time devoted to monitoring the wellbeing of vulnerable students through weekly phone calls & weekly Safeguarding meetings	Vulnerable students are attending school where possible, and ensuring that those who aren't in school are followed up on an at least weekly basis.
	Safeguarding CPD toolkit	To prepare all staff for the challenges around safeguarding, remote learning and the new normal
	Staff Wellbeing support	To ensure that staff feel supported and able to maintain a healthy work-life balance
Budget Allocation	£600	

Ensuring parental engagement levels are maintained during the 'virtual meeting' era	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
	Increased use of Parentmail to maintain flow of information	Additional communication during lockdowns - weekly bulletins and Covid updates.
	Set up a support helpline for parents to call if in need of help with homework	This will support learning conversations at home which is proven to impact outcomes both academic and personal
Budget Allocation	£1525	
The new plans for the school day create a number of operational challenges which could hamper high quality teaching taking place	Purchase mini whiteboards and stationery bags for all students in Years 7- 11	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom
	New Chairs for Science labs	Chairs were not designed for students to sit in all day
	Coaching for Middle Leaders	In the context of the COVID-19 situation, it is more essential than ever to offer staff coaching, particularly for Middle Leaders - to support their wellbeing and ability to respond to and manage new routines and expectations in addition to providing wellbeing sessions for all staff.
Budget Allocation	£8881	