



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.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Put simply: schools know their children and their communities best – none are the same and pupils and communities will have been affected in different ways. Leaders know their schools and their children and they know how to help them.

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:

- 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.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- 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.
- 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***:

A Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

B 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)

C 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 Catch up funding available: £16,720

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)	
Issue	How identified
1. Gaps in reading knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1), in particular phonics awareness in Years 4-6.	Teacher and formal assessments
2. Gaps in reading knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1), in particular comprehension skills in KS2.	Teacher Assessment Formal Reading Tests
3. Poor stamina for writing, in particular during English longer writing activities	Initial writing assessments

4. Poor speech and language skills on entry to Reception	Initial EYFS baselines
5. Poor fine motor skills on entry to Reception Initial EYFS baselines	Initial EYFS baselines
6. Gaps in maths knowledge that have appeared between March and July 2020 (as identified through	Initial math's assessments Formal math's assessment
7. Ensuring all pupils can access online learning at home	Remote learning survey
8. Maintaining a high attendance % for all pupils is a priority	Weekly attendance analysis
9. Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period	Parental survey (Sep 2020)
10. Ensuring parental engagement levels are maintained during the 'virtual meeting' era	Parental survey (Sep 2020)
11. The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful, particularly in regard to interventions with SEND and disadvantaged pupils	

**** Not all issues will be addressed through the Catch Up premium strategy and will be included within the School Development Plan 2020-21**

Action	Issue(s) addressed	Tier *	Intended outcome	Time scale	Planned Cost
To support the quality first teaching taking place in classes to support both the teaching of specific subjects as well as the 1:1 and small group tuition of pupils	1 2 6	B	Specific curriculum support in place to enhance quality first teaching Individual and small group tuition will plug the gaps in reading (including phonic) and basic maths skills which will be measurable through ongoing assessments	October 2020	£6000

Impact:

- The individual pupils identified are now receiving support to 'bridge the gap' that were seen in initial start of year assessments
- Further assessments at end of term will show further improvements
- Question impact since January due to partial closure?

Additional hours and placement of TAs to support the 1:1 and small group tuition of pupils	1 2 6	B	Individual and small group tuition will plug the gaps in reading (including phonic) and basic maths skills which will be measurable through ongoing assessments	October 2020	£2000
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Impact:

- As above, this has released staff to work with small groups.
- Staff have been released more this term due to the stage of the year, so we should see a greater impact of intervention with these pupils.

To support the phonics programme, including for those struggling in KS2, a range of accessible reading books must be purchased. These will be used to support intervention as well as improve the desire to read by pupils.	1 2	C	Extensive range of reading resources are available for all pupils to access (at their level), improve overall reading abilities and develop further the love of reading.	October 2020	£6000
Alongside this, literacy lead to purchase online reading resources for use in both future lockdown periods through remote learning and for all pupils to access to extend and consolidate reading skills	1 2	A B			

Impact:

Access to online books has been very good. This has been a positive during partial closure where children need an increased access to reading.

- Staff are ensuring that the system of book access is rigorous and relative to the reading stage of individual children
- English lead to audit use and impact at the end of Summer term

To support those pupils who have anxieties and worries during COVID, MHWB lead to purchase appropriate resources (including books, intervention material, physical resources) to support the delivery of MHWB interventions	9	C	Pupils who are anxious, worried etc. or have suffered during lockdown receive appropriate intervention and support	November 2020	£2720
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Impact:

● MHWB lead is timetabled once a week to work with pupils and the resources have been essential to this.

● Parent views show that they feel their child is benefiting greatly from the support. MHWB to devise questionnaires for parent voice.