

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 Head Teachers 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 academic tutoring, small group tuition and increased curriculum time
- Teaching Assistants and targeted support
- 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

TIER 1 Teaching				
EEF Aspect	Action	Cost	Who	Outcome
High-quality teaching for all	Staff have worked extensively on their curriculums and have regularly reviewed and adapted these (including Curriculum Intents, Long and Medium Term plans) to provide the best possible learning journey for all students. These curriculums take into account the school closure period and have been carefully designed and sequenced to provide opportunities for recall of prior knowledge, deepen and hone previously acquired skills and provide all students with a wide range of transferrable skills.	SLT, subject leader time, Additional texts and resources £2000 curriculum budget	SLT / ML / All Teachers	Students are motivated and enthused to learn, staff are driven, enthusiastic and engaged about making the learning relevant with real-world links and raising aspiration of all students. The wide range of subjects that students study opens doors for them, nurturing character and empowering students to thrive in modern society.
Effective diagnostic assessment	All students have been provided with a whiteboard, whiteboard pen and eraser to aid in effective AfL during all lessons.	Material cost: £135	SLT / ML / All Teachers	There are no barriers for any students when it comes to accessing lessons. Regular AfL means that teachers can quickly highlight misconceptions and gauge understanding, adapting future lessons to meet the needs of their learners.
Supporting remote learning	Students who do not have access to an internet abled device at home have been provided with a Chromebook. A structured plan has been put in place for students who have a Covid related absence, delivered in the form of a flow chart for clarity. Students receive English, Maths and Science content in the first 10 days. Communication shared with parents about how to access Microsoft Teams.	No cost associated, Chromebooks loaned to students following the signature of a user agreement.	SLT / ML / All Teachers	All students who are isolating can access lesson content through Microsoft Teams and keep up with work being covered in lessons. Parents know the system of how work is being set.
Focusing on professional development	A regular CPD programme for staff to aid in all items outlines above, with focus on effective Questioning and Live Feedback techniques to overcome Covid barriers. Weekly meetings for subject leads with Head of School/Executive Head to provide guidance on curriculum design.	SLT, subject leader time A Trust Wide Leadership focus of 'in-house' CPD.	SLT / ML / All Teachers	Children have the best possible experience in school, knowing that lesson content is being delivered by subject experts, who are continually receiving CPD to further better themselves as professionals.

TIER 2 Targeted Academic Support				
EEF Aspect	Action	Cost	Who	Outcome
High-quality academic tutoring, small group tuition and increased curriculum time	<p>From January 2021, Year 10 students will have access to the MyTutor programme, increasing curriculum time in key areas.</p> <p>GCSE Pod has been introduced to Year 10 students, to be targeted to any gaps in knowledge of all students. Year 10 tutors have modelled how the website works, with Independent Study tasks to be set in the future on this platform.</p> <p>A Yipiyap tutor have been working with targeted group of students across all year groups since September, covering identified areas in English and Maths following discussions with class teachers and Heads of Subject.</p>	<p>MyTutor cost: £5,000</p> <p>GCSE Pod and YipiYap both centrally funded from the Trust.</p> <p>Additional hours for YipiYap tutor funded from January 2021 for 6 hours over 2 days at a cost of £30/hour.</p>	<p>JUB / DLY / All Teachers</p> <p>JUB / DLY / All Teachers</p> <p>JUB / DLY / EBR VCU</p>	The outcome for all of these initiatives will be to ensure improved academic success in line with (or exceeding) expected performance for students.
Teaching Assistants and targeted support	Teaching Assistants have been deployed across year groups for identified students. Regular communication with subject experts means that Teaching Assistants know the content to be delivered and are able to withdraw small groups of students to work with in a small group.	No cost implications, Teaching Assistants deployed based on student timetables. Reviewed on a regular basis and following each progress check.	All Teachers / Teaching Assistants	Effective use of Teaching Assistants means that confidence of students working in a small group, which may have decreased during the school closure period, is on the way to being restored.
Planning for pupils with Special Educational Needs and Disabilities	All subject leads have carefully designed their curriculums so that it is accessible for all students, no matter of their starting point. A school wide focus on Scaffolding, including through CPD sessions and supportive classroom visits, enable strategies to be discussed and trialled to provide equality of access for all students. Regular communication held between teaching staff and learning support department, with a weekly staff SEN bulletin providing important information about meeting the needs of all students.	A Trust Wide Leadership focus of 'in-house' CPD.	ESC / All Teachers / Teaching Assistants	No matter of their starting point, all students have access to a high quality, engaging curriculum. Students feel safe and supported to make progress.

TIER 3 Wider Strategies				
EEF Aspect	Action	Cost	Who	Outcome
Supporting pupils' social, emotional and behavioural needs	<p>A regular weekly ELSA (emotional literacy support assistant) programme with a specially trained member of staff to support the emotional development of students.</p> <p>In January 2021, senior pastoral lead will be undertaking Mental Health training to support the needs of students.</p> <p>Targeted students have meetings with the school nurse on a regular basis. Six key areas are covered: resilience and emotional wellbeing, improving lifestyles, reducing risky behaviours, maximising learning and achievement, supporting complex needs, and seamless transition to adulthood.</p> <p>The school have employed a counsellor who attends school on a weekly basis to meet with identified students.</p>	<p>ESLA training funded by the Trust.</p> <p>Mental Health Training: £100</p> <p>Counsellor: £100 per day</p>	<p>KBE</p> <p>KRA</p> <p>ESC / KRA / School Nurse</p> <p>ESC / KRA / DLY / Counsellor</p>	<p>The ELSA sessions have helped students to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.</p> <p>School nurse and counsellor sessions have resulted in an increase of the self-esteem and self-worth of students, helping them navigate challenging times and providing coping strategies.</p>
Planning carefully for adopting a Social and Emotional Learning curriculum	<p>A research informed curriculum in every subject means that all staff are regularly thinking about current events and how key ideas can be most effectively implemented. Chartered College of Teaching material regularly referred to and informative articles shared in staff meetings and via email to all staff.</p> <p>Bounce Forward programme used in Personal Development.</p>	<p>Chartered College of Teaching cost: £45/teacher</p> <p>Bounce Forward programme: £2,700</p>	<p>SLT / ML / All Teachers</p>	<p>Staff are informed on the latest developments in teaching, including examples of best practice, and are able to provide opportunities to develop Social and Emotional issues in all subjects.</p> <p>The school is now a Healthy Minds school, providing students with the life skills that will ensure a happy future, recognising that success is more than academic achievement.</p>

Communicating with and supporting parents	<p>All staff have regular communication with parents. Information about which member of staff to contact has been communicated home by school manager. Any issues requiring action are then dealt with in a timely manner. Comprehensive communication with parents made through phone calls, text messages, email and My Child at School (MCAS).</p> <p>Healthy minds programme for use with parents at home with their children to be trialled in 2021.</p>	No cost associated	All Staff	Parents feel that their children are supported in school and know the channels to go down if they require support.
Supporting parents with pupils of different ages				
Successful implementation in challenging times	Weekly SLT meetings held, with impact of key areas evaluated. Regular reference to guidance from DfE made and used to inform next steps.	No cost associated	SLT	An iterative programme of support is currently in place to support all students and all areas of this are regularly reviewed.