

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.

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

The 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: £ 19, 120

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 widened between March and July 2020 (as identified through teacher assessment and mid-term formal and teacher assessments in Term 1), in particular phonics awareness in EYFS and KS1.	Teacher and formal assessments
2. Gaps that have widened between March and July 2020 (as identified through assessment in Term 1), in particular reading comprehension skills across KS1 and 2.	Teacher Assessment Formal Reading Tests
3. Poor stamina and application of skills in writing.	Initial writing assessments
4. Poor speech and language skills on entry to Nursery and Reception	Initial EYFS baselines
5. Poor fine motor skills on entry to Nursery and Reception	Initial EYFS baselines
6. Gaps in mathematical knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)	Initial maths assessments Formal maths 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)

**** 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 addressed	Tier *	Intended outcome	Time scale	Planned Cost
<p>1. To support the quality first teaching taking place in classes, placement of Teach First to teach their specialist curriculum area:</p> <p>The school is to use the majority of the Catch up funding as part of a shared use across the BCCET Trust. We have four Teach First trainees in school- geography, science, MFL and English.</p> <p>Each trainee is in school for half a day each a week in years 2/3, 4, 5 and Y6. This will enable class teachers to be released to support pupils with interventions. The English teach first trainee will deliver SPAG interventions to Y4 children.</p> <p>Geography specialist to teach Year 2/3 and Year 6 weekly for a number of sessions. Maths and English intervention groups planned across these timetabled sessions consisting of different children taught in small groups by their class teachers.</p> <p>English specialist to teach Year 2/3 and Year 4 weekly for a number of sessions focusing on SPAG. Maths and English intervention groups planned across these timetabled sessions consisting of different children taught in small groups by their class teachers.</p> <p>MFL specialist to teach Year 5 weekly for a number of sessions. Maths and English intervention groups planned across these timetabled sessions consisting of different children taught in small groups by their class teachers.</p>	1 2 3 6	A and B	Specific curriculum support in place to enhance quality first teaching and extend curriculum offer. Small group tuition will address the gaps in maths, writing (via SPAG interventions) and Reading in KS1 and 2 - measurable through ongoing assessments.	October 2020	£12, 500 The remaining funding has been used to appoint an HLTA for additional hours to support in lower KS2 and KS1.

<p>Science specialist to teach Year 4 weekly for a number of sessions. Maths and English intervention groups planned across these timetabled sessions consisting of different children taught in small groups by their class teachers.</p> <p>Maths teacher from the Trust to teach selected group of pupils across year 6 to deliver catch up and keep up interventions in Mathematics.</p> <p>HLTA to teach identified small groups in lower KS2 and KS1. Prioritising reading in the first instance.</p>			<p>Progress measurable through ongoing assessments.</p> <p>Small group tuition will address the gaps in reading in KS1 and 2 - measurable through ongoing assessments.</p>		
2. Enhance the delivery of phonics. Staff member newly trained in Sounds Write to deliver phonics to identified children across Year 1.	1	A B	Ongoing assessments show rapid improvement in pupils phonics understanding, across EYFS – Year 1, especially SEND and disadvantaged pupils	November 2020 – July 2021	£500
3. To improve the language skills of those in Reception and Year 1. EYFS has bid for access to the Nuffield Early Language Intervention (NELI) program to be facilitated by experienced TA.	4	B	Improve language skills of EYFS – Year 1 based pupils	November 2020 – July 2021	
4. To support those pupils who have anxieties and worries during COVID, counselling sessions for identified pupils.	9	C	Pupils who are anxious, worried etc. or have suffered during lockdown receive support	November 2020 – July 2021	£1,500

5. To create a bank of IT resources which can be loaned to pupils who have to self-isolate due to COVID	7	C	Purchase laptops which can be loaned to those pupils who require		£4,800
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