

## **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 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.
- Access to technology

## Catch-up Premium Plan

<b>Academy</b>	Park Academy	<b>Allocated funding (Catch-Up)</b>	£29 440
<b>Number on roll (total)</b>	337 (5-11)	<b>Academic Year</b>	2020-2021
<b>% Pupil Premium eligible pupils</b>	66 (20%)		

## Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)

From June the school fully opened its doors to 6 out of 7 year groups and welcomed back as many pupils as possible to try and reduce the impact of lockdown. The children that returned accessed a full curriculum and this ensured the school could begin to address gaps in learning. The children who returned were taught by their next class teacher for the following academic year which allowed staff to gain a thorough understanding of the needs and abilities of each individual child. It also ensured that in September the class teacher already had a good understanding of approximately 50% of the class which allowed further focus on the 50% who not taken up the offer to return.

As a result of the lockdown there were gaps in the delivery of the curriculum since March 23<sup>rd</sup>. Teachers were able to plan effectively to address these gaps due to objectives not being covered through efficient planning which included additional afternoon catch up sessions as well as through daily core learning sessions.

When the school returned fully for all pupils, baseline assessments were undertaken which gave further insight into the gaps in learning which needed addressing. Planning and interventions were put in place to address these gaps.

**B1:** Literacy skills

**B2:** Gaps in curriculum as identified by Subject Leads

**B3:** Readyng the school for further home learning needs such as a further lockdown

**B4:** Ensuring all students can access online learning at home - that pupils have access to technology as well as an understanding of how to use the online platform selected

**B5:** Gaps in knowledge that have appeared between March and July 2020 (as identified through baseline activities and further assessment)

**B6:** Ensuring our SEND and disadvantaged pupils are making social, emotional and academic progress following the lockdown period

<b>B7:</b> Understanding T&L strategies within the 'new normal' way of teaching
<b>B10:</b> Maintaining a high attendance % for all students is a priority to ensure that further learning is not lost due to non attendance
<b>B11:</b> Wellbeing: Students adjusting to the new school routines and structures
<b>B12:</b> Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
<b>B13:</b> Ensuring parental engagement levels are maintained during the 'virtual meeting' era

<b>Teaching and Whole School Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
Y3-6	Investigation of and purchase of Learning by Questions.  Staff to access training on LBQ – this will be developed further as the academic year progresses.	LBQ enables a detailed assessment of each child to be formed rapidly. In-built responsive software gives pupils instant feedback and guided practice opportunities to help overcome misconceptions.  Real-time results matrix supports immediate targeted teaching where needed.	£5000
EYFS – 6	Teachers to have allocated time with SLT and the data manager to ensure they have a full and accurate understanding of baselines and ongoing assessments following the return of all pupils to the Academy.	Teachers will have a clear understanding of the progress and attainment within their class and can plan accordingly to meet the needs of the individual learners within their class.	£500

EYFS – 6	Purchase of subscription to the Collins Big Cat E Library	All children will be able to access new reading material to continue to support their reading development. Pupils can access books matched to their phonic knowledge which are phonetically decodable even when they are learning at home. Pupils reading books can be changed regularly in line with online phonics teaching.	£1000
EYFS – 6	Literacy Subject Lead to deliver a series of carefully sequenced and planned writing PDMS for staff to ensure all staff are able to deliver high quality literacy lessons which will enable pupils to catch up.	PDMS include: Spag expectations for year groups, sequences of learning within a unit of writing and addressing the needs of EAL and SEND learners in writing.	£0
EYFS – 6	Purchase of Widget to support learners with vocabulary needs	All pupils are able to engage with learning even when vocab is a barrier	£240
Y3-4	Purchase of Bedrock to support vocab development for all KS2 learners	All pupils will improve their vocab – this will be shown in the bedrock assessments	£2000
Y4,5,6	Purchase of premium White Rose resources which creates teacher slides, work for pupils and improves staff subject knowledge via video tutorials. Use of White Rose assessments for baselining.	Consistency in approach to maths teaching and delivery for these year groups. Ensures the NC for maths is delivered effectively. Teachers have a clear understanding of gaps in knowledge due to the lockdown and pandemic.	£200
Y1,2,3	Purchase of Power maths assessments to identify gaps in learning	Teachers have a clear understanding of gaps in knowledge due to the lockdown and pandemic.	£400
EYFS – 6	Delivery of METT project – this project is aimed at improving FQT by refining the use effective use of Teaching Assistant time	Ts and Tas will be equipped to use additional adult time effectively to have a direct impact on learners.	£1000

<b>Total Cost Allocated cost from catch up Grant</b>	<b>£10 340</b>
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<b>Targeted Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
1-2	Following phonics baselining there is an intervention plan in place to ensure pupils in these year groups catch up on lost phonics learning. A supply teacher will be appointed to deliver this tailored phonics intervention using suggested support from the English hub.	Pupils in Y2 will be equipped to pass the phonics screening check in December – 85%. Pupils in Y1 will be able to continue to make progress in phonics in line with the phonics progression overview.	£6000
3-4	Pupils in these year groups to access tuition utilising the National Tutoring Programme. This will include Third Space Learning and ensure that additional targeted support is put in place for identified pupils.	Pupils will be able to continue to make progress in line with Academy expectations.	£7300
EYFS -1	Participation in the Reception Early Language programme	NELI is a high-quality, evidence based, 20 week intervention designed to improve the language skills of reception age pupils. This is delivered by trained school staff. EEF trials have found that NELI improves both children’s oral language and early literacy skills.	£500
<b>Total Cost Allocated cost from catch up Grant</b>			<b>£13 800</b>

<b>Wider Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
EYFS – 6	Leasing of LBQ tablets to ensure that all pupils have access to technology in the event of a lockdown or the need to self-isolate. This is in addition to laptops provided for vulnerable children within the academy’s allocation from the Dfe. The devices will also be used in class as part of the LBQ provision to deliver precise and live feedback and intervention.	All pupils will be able to access live online teaching and benefit from daily interaction with their class teacher. Live lessons and support allow teachers to address misconceptions and give feedback online.	£5000
EYFS – 6	Support for vulnerable families from the extended services team who make regular weekly contact to ensure families have the support they need in the event of a lockdown. Teachers to make regular check ins with all families in the event of a further lockdown to help resolve any issues which are hindering home learning.	All pupils will have required support identified in the event of a further lockdown.	£0
EYFS	A new system using Teams is 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	£0
EYFS -Y6	Staff to be released for additional time to ensure that all year groups have access to a paper based, week long home learning pack based around core learning.	All pupils will have work immediately centred on core learning in the event of lockdown or self-isolation.	£300
<b>Total Cost Allocated cost from catch up Grant</b>			<b>£5300</b>