

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

TIER 1 Teaching				
EEF Aspect	Action	Cost	Who	Outcome
High-quality teaching for all	An adapted, spiral, specific curriculum underpinned with varied and progressive texts for all year groups that allows each year group to review, revisit, learn and expand curriculum objectives progressively. MTP and LTP provided by SLT and subject leaders for all school team. Shared pedagogy and joint PPA for bubble leaders, reflective and responsible approaches for all learners	SLT, subject leader time, Additional texts and resources £5000 curriculum budget	SLT / Subj ldrs / Bubble leaders	Children are engaged and enthused to learn, staff are equally enthusiastic and engaged about making the learning connected and enjoyable for children. Children progress well and all children have wide range of assessment info according the broad balance of subjects covers
Effective diagnostic assessment	Reading will be key focus, teacher P/man objective, focus of TA work etc. Individual hearing of readers will be used as a key diagnostic tool in Y1-6	£ 2000 O-track £1500 Lexia	All teaching team / SLT	Assessment baseline report will be collated after October half term for whole school. Interim

	<p>Past SATs and optional SATs will be used in KS2</p> <p>Half termly phonics assessment for RWInc will be used</p> <p>White Rose Maths Hub work will be used.</p> <p>Assessment points are further built into the school calendar to ensure the coverage of other curriculum subjects.</p> <p>PSHE assessments / SEMH assessments recorded on CPoms for individual pupils.</p> <p>Lexia reading assessments are used for pupils in Y5&6</p> <p>O-track will record assessment, teachers will plan responses according to baseline and interim assessment planned regularly throughout the year.</p>	<p>£ 500 White Rose Maths Hub resources</p> <p>£ 400 RWInc Nursery teaching resources</p>		<p>action plans will be developed by class teachers together with phase leaders, SEN/d co and Pastoral Leader. We will have an accurate picture of all children's learning profiles and therefore be able to more accurately respond to needs</p> <p>Diagnostic test will evidence the children who will benefit from tutoring (provided by class teacher)</p>
Supporting remote learning	<p>Class Dojo and Tapestry are daily uploaded with the days learning for the class – this further can be accessed by all parents</p> <p>From Nov 2020 class teachers will be using directed time to tutor small group / individual learners using the tech available to take home for tutees and for vulnerable learners in event of lockdown</p> <p>Homework approach uses Class Dojo to support on-going use of Dojo for all children and families – not just in the event of lockdown</p> <p>Additional tablet and possible wifi dongles being investigated to allow vulnerable families to access on-line learning in the event of bubble collapse.</p> <p>In class teacher using ipads to record key teaching points to upload to Class Dojo – children can then use the video bank to reference for in class learning support and also use in home learning.</p> <p>We currently use zoom for 'virtual playtime' events when bubbles are collapsed – to consider move to Google Classroom to support further development of live teaching.</p> <p>CPG Basic skills activity books (Reading, Number, Science) ordered for all year groups in event of full lockdown</p>	<p>Class Dojo – free</p> <p>Tablets & dongles £3500</p> <p>CPG books £4000</p>		
Focusing on professional development	<p>Each member of staff team taking a shared lead in the curriculum redevelopments. Feedback and development of on-line learning developed across bubbles</p> <p>On-line video bank being shared and used by wider staff team</p> <p>Evidence trails approaches put responsibility on class teachers to upload portfolio evidence as directed – e.g: photo of their most effective working wall – to support coaching conversations about the use of wall, elements of the wall etc of working wall / planning / video uploads etc...</p> <p>Leaders are planning to request video demo's from CT such as ' share with me a clip of you in your most effective marking and feedback cycle – more open ended it is, better for the development of the coaching conversations.</p>	Staff time		

TIER 2 Targeted academic support				
EEF Aspect	Action	Cost	Who	Outcome
High-quality one to one and small group tuition	<p>Following diagnostic assessment – all class teacher will choose a small group of pupils to tutor for a half term in first instance (directed time will be given weekly). Using class dojo, maths games set, tablet, kindles etc pupils will be offered tutoring and attendance at the sessions will allow them to take resources home. As CT is tutor they can focus upon the in class learning need. Additional tutoring model be used from outside agencies to support the in school tutoring model.</p> <p>Some tutoring maybe game based to teacher reasoning, and problem solving etc... teaching scrabble club to support spelling</p> <p>On-line reading programme (such as Collins?)</p>	<p>Kindle Fire £49.99 x 50 (most FSM families) = £2500</p> <p>10 Kindle Wifi sticks £39.99 = £400</p> <p>Games Sets (£500?)</p> <p>On-line reading (£5000?)</p>	All CT / SLT	
Teaching Assistants and targeted support	<p>RWInc Nursery programme – for F2 pupils who missed the majority of their F1 experience</p> <p>Lexia programme support for Y5/6 pupils struggling with reading</p>	RWInc F1 £1200?		

	White Rose Hub maths – additional resource package RWInc tutoring Pastoral mentoring for key vulnerable children			
Academic tutoring	CT tutor groups SLT tutor groups Poss purchase of additional external tutors	See above		
Planning for pupils with Special Educational Needs and Disabilities (SEND)	Additional SEN/d support for new SEN/co Aut B 2020 Enhanced SALT offer from Chatterbugs to support SALT needs	SEN support £15,000 Chatterbugs £6000		

TIER 3 Wider strategies				
EEF Aspect	Action	Cost	Who	Outcome
Supporting pupils' social, emotional and behavioural needs	Additional Pastoral Support (1.5 days AD) School dogs Pastoral Leader F/T (JB full time out of class) FareShare	AD £3000 Dogs £300 £21,000 £600	AD SLT JB	
Planning carefully for adopting a Social and Emotional Learning curriculum	PSHE curriculum embedded into Voices and Choices Curric with additional enhancements School values link to the SEMH agenda	£0	AC + HS	
Communicating with and supporting parents	ParentMail Class Dojo Tapestry Twitter / Instagram ParentPay	£1000 Free £230 Free £1000		
Supporting parents with pupils of different ages	Our curriculum is now whole school theme based every 2 weeks so all children in the family are experiencing joint thematic learning, differentiated according to age, need and expectation	Free	SLT / Ldr time	
Successful implementation in challenging times				