

## 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. 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

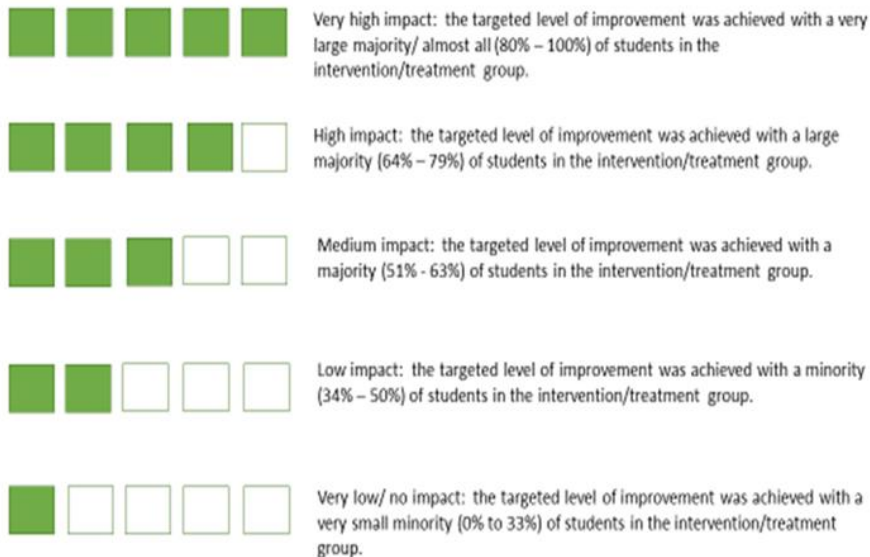
## 2. Targeted academic support

- 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)

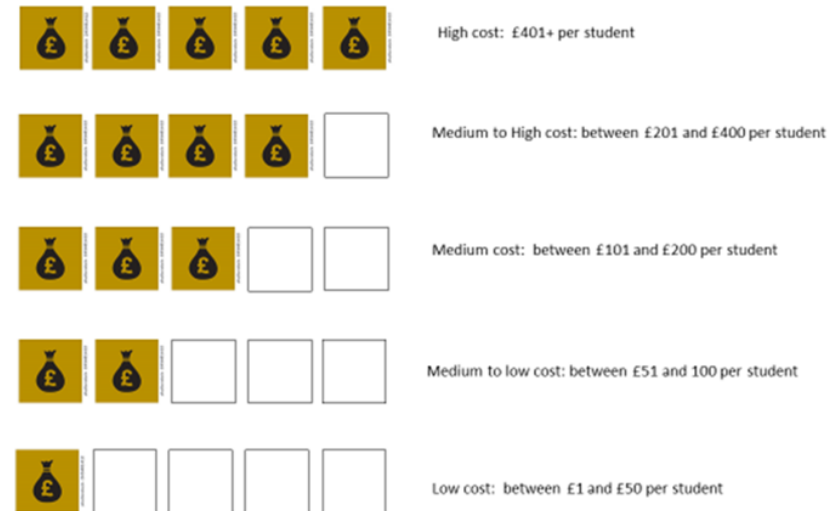
## 3. Wider strategies

- 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

### Impact measure



### Cost



## COVID Recovery: Detailed Plan: Phase 1

This plan will evolve over time as we identify further needs and as staff identify issues we may not yet have perceived.

<b>SIP Priority 2: To provide targeted academic support to ensure learning recovery for our students, including those with SEND and the most disadvantaged.</b>			
Strategy and outline	Intended outcomes	Cost	Evaluation to date
Bespoke Year 11 Tutorial time: Over the year all students will have dedicated time with the Leaders for Maths, English and Science. These sessions will be run in small targeted groups and will focus on the knowledge and skills needed by that group.	To refocus students on core subjects and assess gaps in knowledge and skills. To provide greater structure to revision and provide opportunities and time for students to practise and develop skills in a smaller safe environment.		Sessions started and attendance at these is very good. (PP attendance to Oct 1 <sup>st</sup> 93.2%)
Year 11 Support Sessions: Focus on English and Maths. Some sessions taught by an English and Maths teacher and work set up for other sessions.  Time also available to catch up on coursework and knowledge in other subject areas	To reduce the pressure on some students who have found engagement during lock-down hard and who would benefit from focusing on improving their English and maths grades. To support students whose home circumstances make it difficult to work with completing coursework to a high standard.		Support groups set up. 14 students have been identified as needing a reduction in timetable, for a variety of reasons.  These sessions are functioning well and are well-structured. Student have access to IT as needed.
Small group literacy support sessions: These sessions will focus on specific areas of need, which will have been identified by reading tests, in-class comprehension work and teacher identification. The group sizes will be between 1 and 4 and sessions will run for a 6-week period with a low stakes' assessment at the beginning and end of each session.	To help students gain the age-related skills needed to access the curriculum in all subjects. The small groups provide a safe space for students and will allow opportunities for metacognitive modelling and practice.		These sessions have begun and are currently supporting 23 Year 7 students and 26 Year 8 students. All students have completed a baseline test.
Small group numeracy support sessions: These sessions will focus on specific areas of need, which will have been identified by in-class testing and teacher identification. The group sizes will be between 1 and 4 and sessions will run for a 6-	To ensure students gain age-related numeracy skills, which can be transferred across other subjects. To provide a safe space to develop their skills and confidence.		These sessions have begun and are currently supporting 6 Year 7 students and 6 Year 8 students. All students have completed a baseline test.

week period with a low stakes' assessment at the beginning and end of each session.			
Teach First Academic Mentor: The Academic Mentor will be based in one of the core subjects and will deliver one to one or small group teaching throughout the academic year, starting in January.	To develop skills and knowledge and address gaps within their core subject.	🕒 🕒 ☐ ☐ ☐	The application has been made and we are awaiting confirmation of the subject area we have been allocated. This provision will start in January.
Reading sessions based around short comprehension cards/Barrington Stokes texts led by the school librarian. These sessions would either be individual or in pairs and will run for 6 weeks.	To develop comprehension skills and help students gain greater confidence not only at reading aloud, but also in developing strategies (clarifying, predicting, summarising to use across all subject areas	🕒 ☐ ☐ ☐ ☐	The resources have now been sourced and these sessions will begin next week. They will operate over 6 lunch sessions and will target 18 students (6 from each year group)
Year 10 English support: These sessions will be held after school and will run for 8 sessions. Groups will be 15-16 students.	To develop writing skills and address knowledge gaps for Literature texts.	🕒 ☐ ☐ ☐ ☐	Letters have been sent to 35 students. These sessions are beginning w/b October 12 <sup>th</sup> .
Spellzone: All subject specific words for KS3 subjects have been added to the app. Students practise and test themselves and are involved in individual, tutor and year competitions.	To develop spelling and vocabulary. To promote community and a sense of belonging. Parental involvement will help promote partnership working.	🕒 ☐ ☐ ☐ ☐	The Literacy coordinator is currently arranging for the purchase and strategy around Spellzone.
Year 12 and 13 English and literacy support. Delivered by English teacher and Head of Year 13.	To provide a space and opportunity to fill gaps in learning and to offer a space to talk and discuss concerns and worries.	🕒 🕒 ☐ ☐ ☐	This work has begun and is supporting students entering the English Language resit in November.
Strategy and outline	Purpose	Cost	
Year support team	To promote a sense of belonging and community, and to create a holistic support structure within year group bubbles. To promote positive behaviour for learning and help students with the smooth transition back to school	Covered through existing staffing	The zones are operating well and behaviour has been good across all year zones.

<p>Increased tutor time for some year groups and placement in the day to ensure the majority of students are present for this key time.</p>	<p>To provide time and space to discuss issues, worries and concern. To offer mental health and wellbeing support and to develop a sense of community and belonging. To provide more time to rebuild relationships and friendships.</p>	<p>🔥 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Students have returned focused and able to discuss issues and concerns with tutors.</p>
<p>Staff training: Mental Health First Aiders; Trauma awareness</p>	<p>To provide staff with the awareness to recognise students who may be suffering trauma following lockdown. To offer students a space and known people to discuss their worries with. To provide information to students and parents about mental health support and strategies available.</p>	<p>🔥 🔥 🔥 <input type="checkbox"/> <input type="checkbox"/></p>	<p>Staff feel more confident about identifying and supporting students on their return to school.</p>