

## 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/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**

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: £15,691**

Issues identified as barriers to learning; curriculum gaps, attendance, wellbeing (from September 2020)		
Issue		How identified?
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.	1	Teacher and formal assessments
Gaps that have widened between March and July 2020 (as identified through assessment in Term 1), in particular reading comprehension skills in KS2.	2	Teacher and formal assessments
Poor stamina for writing, in particular during English longer writing activities	3	Teacher and formal assessments
Gaps in mathematical knowledge that have appeared between March and July 2020	4	Teacher and formal assessments
Ensuring all pupils can access online learning at home	5	Remote learning questionnaires
Maintaining a high attendance % for all pupils is a priority	6	Attendance analysis
Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period	7	Parental survey and teacher awareness

Objective	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
1. To support the quality first teaching taking place in classes, placement of TAs in areas of most need:	1,2,3,4,7	A & B	<p>Specific curriculum support in place to enhance quality first teaching and extend curriculum offer. Small group tuition will address the gaps in Reading in KS2 and maths in KS2- measurable through ongoing assessments.</p> <p>CE has continued her 1 day to allow SENCO to have time and the Y6 HLTA to support in Y6. A TA has continued 4 afternoons a week in Year 4 as we have had a high proportion of vulnerable children in Year 4 including those with SEND. This has allowed a TA (CS) to stay with Y2 and give targeted intervention to this class. CS has moved into Y3 to support full time in the final half term.</p> <p>Extra hours for TA to support in Year 1</p>	October 2020	<p>Teacher for 1 day a week to release Mrs Prest from PPA to deliver targeted intervention to Y6 for 2 afternoons. Circa £3200 Autumn and Spring Circa £1100 – Summer term</p> <p>TA for Year 4 support to release Mrs Strong to deliver Y2 targeted intervention for 5 afternoons. 16<sup>th</sup> November – 26<sup>th</sup> March (15 weeks) £375 x 15 = £5625 12<sup>th</sup> April – 16<sup>th</sup> July £225 x 13 = £2925</p> <p>Approx £10 per hour Autumn – 15 weeks (6 hours per week) 15 x 6 = 90hours 90 x £10 = £900 Summer term 4 weeks – 4 weeks (6 hours per week) 4 x 6 = 24hours 24 x £10 = £240</p> <p>Total - £13,990</p>

2. To support those pupils who have anxieties and worries during COVID, MHWB lead to purchase appropriate resources (including books, intervention material, Lego therapy materials) to support the delivery of MHWB interventions	9	C	Pupils who are anxious, worried etc. or have suffered during lockdown receive appropriate intervention and support	November 2020 – July 2021	£500
32 Reading plus licences for Year 5.  This will release 28 Y5 Lexia licences for Y4 to use.		A & B	Targeting gaps in reading and comprehension skills	November 2020 – July 2021	£1244.44
					£15734.44

\*Not covered by Catch up funding:

Objective	Issue addressed	Tier *	Intended outcome	Time scale
Maintaining a high attendance % for all pupils is a priority	5	C	To ensure attendance for disadvantaged and SEND children is in line with others.	October- July
Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period	6	C	Children will be identified based upon SEMH needs. Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person e.g. Relax Kids, Mindfulness	October- July