



## **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 between **28 September and December 2020** 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.



## Catch-up Premium Plan KS3 & KS4 & KS5

<b>Academy</b>	OLSC	<b>Allocated funding (Catch-Up)</b>	£70,840
<b>Number on roll (total)</b>	1055	<b>Allocated funding (National Tutoring Programme)</b>	No additional Funding
<b>% Pupil Premium eligible pupils</b>	55%	<b>Number in sixth form</b>	95



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

**B1:** Literacy skills (reading ages are below national average in all year groups but tutor reading has not been taking place to the full extent since March 2020)

**B2:** Gaps in curriculum as identified by each Head of Department

**B3:** Readyng the school for further home learning needs (E.g. a second lockdown)

**B4:** Ensuring all students can access online learning at home

**B5:** Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)

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

**B7:** Understanding T&L strategies within the 'new normal' way of teaching

**B8:** Gaps in 'careers and further education' advice and guidance

**B9:** Understanding the ability of our new Year 7 intake without SATS scores CATS LA 2019 Project

**B10:** Maintaining a high attendance % for all students is a priority

**B11:** Wellbeing: Students adjusting to the new school routines and structures

**B12:** Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

**B13:** Ensuring parental engagement levels are maintained during the 'virtual meeting' era

**B14:** Wellbeing: Staff have appropriate support for anxiety and concerns in regard to return to school





## Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
7	<b>B9:</b> CATS testing for all Year 7 students	Identify the ability of all students so as they can be set in CORE subjects in October 2020	£1465
7	<b>B9:</b> The Year 6 LA testing programme in Maths and English to be completed by all Year 7 students in English	These will provide another opportunity to identify the ability of our new Year 7 cohort with regards to literacy and Maths This will inform the creation of sets in English and Maths in Jan 2020 and also support additional catch up for targeted students	£0
7 8 9 10	<b>B1:</b> Purchase 3x NGRT tests for all students in Years 7	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having	£ 2196
11	<b>B5:</b> ensure catch-up sessions are in place for year 11 students upon their to school in September	10 weeks of 1:1 online tutoring will ensure gaps in knowledge due to the lack of direct staff contact since March 20th are minimised	£20000
7	<b>B1:</b> Employ a member of staff to deliver catch up Maths Sessions on key topics of gaps Nov and Dec 2020	Allow the students who are behind following the triangulation of data to have caught up in Maths	£3000



7 8 9 10	<b>B1:</b> Purchase additional tutor reading book sets to broaden the menu of books available <b>Foundation Subject Reading</b>	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 30 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£ 2258
11 Post 16	<b>B5:</b> Transition assessments for all students in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom	£600
11 Post 16	<b>B5:</b> No students to miss learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge. Quality First Teaching	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	£0
11	<b>B2:</b> Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way	£0



7 8 9 10 11	<b>B5:</b> After Hours intervention to be bespoke and open to all where there is a need. Ensure that After Hours intervention is at least as effective as pupils' classroom teaching	After Hours intervention should plug gaps in subject knowledge and prepare students for their examinations ( mocks and summer exams)	KS3 £ 4800 48x25x4  KS4 £8550 38x25x 9
7 8 9 10 11	<b>B12:</b> 1:1 virtual sessions with tailored therapeutic interventions	Young people will facing additional stress and complexities in accessing education and achieving positive outcomes post Covid-19 will have their individual needs supported	£3268
7-11	<b>B4:</b> Ensure all students in all years have a computer and access to the internet at home	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£5000
11	<b>B2:</b> Purchase 20 more Chromebook computers	This will mean more students have access to computers during their lessons; particularly supports subjects where computers are necessary (Business, Sport, Drama)	£2500





All staff and students	<b>B14:</b> a named member of staff to participate in the 2021 National Achieving Wellbeing Pilot.	We will aim to remove barriers to progress by addressing the climate and culture of the classroom, developing professional understanding of the impact of attachment, childhood trauma and neglect and building core strength and resilience within cohorts of identified learners	£5000
10 11	<b>B5:</b> Purchase revision guides for all students in all subjects to ensure independent work can be completed at home. <b>GCSE POD LICENCE</b>	We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home Improved attainment and progress scores between November and March mocks in Year 11	£ 7500
7 8 9 10 11	<b>B5:</b> Pupils will have access to 1 lesson per week for 15 weeks and lessons will be in groups of 3. Lessons can be Maths, English or Science.	Gaps in knowledge that have appeared between March and July 2020 will be minimised for specific cohorts of students	£3000



7 8 9 10 11	<b>B7:</b> invest in PiXL CPD for Maths, English and Science	To provide teachers with an opportunity to develop in key areas specific to Maths, English and Science that will make a difference in their classrooms to close gaps in knowledge which may have appeared between March and July 2020	£250
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10 11 Post 16	<b>B2:</b> Ensure that all KS4 teachers are trained up in their exam specification	This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the spec	£1000
7 8 9 10 11 Post 16	<b>B14:</b> To train 10 more staff members to become qualified coaches <b>Coaching Cubes /</b>	Considering the COVID situation, it is more essential than ever to offer staff coaching, particularly as they are working alone in classrooms rather than using staff bases. This will support staff morale and thus positively influence T&L	£500
7 8 9 10 11 Post 16	<b>B14:</b> Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom)	£1000
7 8 9 10 11 Post 16	<b>B14:</b> Buy the IRIS subscription which will enable lessons to be recorded <b>Include in Coaching Cubes</b>	This strategy will be useful for two main reasons: <ol style="list-style-type: none"> <li>1) For sharing regular best practice of COVID T&amp;L ideas with all teachers</li> <li>2) For staff to record themselves and request feedback from the CC Walker</li> </ol>	£3516



7 8 9 10 11 Post 16	<b>B14:</b> Purchase mini whiteboards and pens for all students in Years 7- 13 <b>Purchase trays and pencil cases for all students across the Academy</b>	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	£ 2000
11 Post 16	<b>B5:</b> Half of all mock papers in all subjects sent off to be marked externally with our sister school	This will ensure accurate and consistent marking of year 11 papers with which to identify gaps in knowledge and intervene accordingly	£8000
7 8	B12: HugglePets in the Community work with their animals and trained therapists to help children return to school, and support their mental health and wellbeing.	HugglePets in the Community work with their animals and trained therapists to help children return to school, and support their mental health and wellbeing.	£840



7 8 9 10 11 Post 16	<b>B5 B6:</b> Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (mocks and ROA)	£0
7 8 9 10 11 Post 16	<b>B7:</b> Focus on TLAC strategies leading to all students knowing more and remembering more of the common curriculum being taught	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.	£0
7 8 9 10 11 Post 16	<b>B7:</b> Sharing of best practice through COMPANY-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium	COMPANY-wide webinars will give teachers access to the very best of what exists across the MAC. This will lead to the most effective classroom practice being shared and student learning optimised.	£0



7 8 9 10 11	<b>B5:</b> Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders’ understanding of effective catch up in the classroom.	£0
<b>Total Cost Allocated cost from catch up Grant</b>			



## Targeted Strategies

Year Group	Actions	Intended impact	Cost
7 8 9 10 11	<b>B1:</b> Purchase Bedrock Learning to support all students with their literacy levels	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and January 21	£6000
7 8 9 10 11	<b>B11 B6:</b> Initiate the student coaching model	This will allow students to be both trained as a coach and be coach. This will support with students adjusting to the new routines at school	£500
	<b>B5:</b> Purchase 'Language nut' to support students with their Spanish and French language knowledge	This will support the progress of students in languages	£890
7	<b>B6:</b> Small group tuition for students in Year 7 who require support in numeracy and literacy; one LSA to lead on the delivery	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and January ROA	£18049



7	<b>B6:</b> Direct leadership time from the SENDCO to coordinate the intervention program for Y7s who require catch up	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and January ROA	£9224
7 8 9 10 11	<b>B5 B6:</b> Access the National Tutoring Program to ensure additional targeted support is put in place for all students	The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams and Walking Talking Mocks/ PPE	Will come from a different pot
11	<b>B5:</b> Deliver a full program of revision techniques. This will include a virtual talk from an external speaker who will also work with some students 1:1	Teaching revision techniques is a helpful way of preparing students for their mock and summer exams. The external speaker is someone we have used for 2 years now and is a relationship we will continue	Talk £650 Green books £400 Copying £100





7 8 9 11	<b>B5 B6:</b> My Tutor (English & math's)		£1000
7 8 9 10 11	<b>B5:</b> My Maths subscription (homework catch up)	Close and systematic tracking of My math's student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.	£600
<b>Total Cost Allocated cost from catch up Grant</b>			



## Wider Strategies

Year Group	Actions	Intended impact	Cost
	<p><b>B10:</b> Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform.</p>	<p>This will encourage students to attend and parent co- operation with attendance and could lead to an improvement in attendance figures. Also if parents know they can get subsidized for uniform this will encourage attendance/positive start to school for our parents who have no money</p>	£3000
	<p><b>B11:</b> Pay for 100-120 hours of counselling time</p> <p>B11: Employ a life coach for the Academy</p>	<p>Having additional counsellors or the provision will allow for more children to have access to specialist advice and guidance over their worries centered around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.</p>	£4000
	<p><b>B11</b> Huggle Pets</p>		
7 8 9 10 11 Post 16	<p><b>B3:</b> Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self- isolation and/or local lockdown</p>	<p>The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of Oak Academy, My Maths Google Classroom</p>	£0



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7 8 9 10 11 Post 16	<b>B3:</b> Show My Homework	Purchasing of SMHW app which is allowing parents and students to track set homework more effectively. This is leading to higher completion rates (up by 20% when compared to last year) of the bespoke catch up homework being set as part of the planned curriculum recovery.	£1050



11	<b>B8:</b> Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime) Breakfast and lunch to be provided for pupils that meet before school or lunchtime.	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond	£1000
7 8 9 10 11 Post 16	<b>B13:</b> A new system in place for parent's evenings in 2020/21 to ensure regular dialect between home and school. School App	To maintain communication between the school and the parents regarding academic performance	£500
7	<b>B11:</b> Attitudinal survey to look at pupil attitudes to school to enable early intervention	To identify students who would benefit from a re- engagement programme for their learning	£622
7 8 9	<b>B12:</b> Art therapy to provide outlet for students who find verbalising ideas difficult	To provide students who struggle with engaging with counselling an outlet	£250
7 8 9	<b>B13:</b> Set up a support helpline for parents to call if in need of help with E&M homework	This will support learning conversations at home which is proven to impact outcomes both academic and personal (Lili leading)	£4000
<b>Total Cost Allocated cost from catch up Grant</b>			



<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
<b>Teaching and whole school</b>	
<b>Targeted</b>	
<b>Wider</b>	
	<b>Total</b>
	<b>Allocation</b>