

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.

Catch-up Premium Plan KS3 & KS4

School	Jarrow School	Allocated funding (Catch-Up)	£64,160
Number on roll (total)	813 (Year 7 – 11)		
% Pupil Premium eligible pupils	406 (50%)		

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 and expected to be below in new Year 7 cohort)
B2: Gaps in curriculum as identified by each Curriculum Leader
B3: Readyng the school for further home learning needs (e.g. a further 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
B10: Improving 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: Ensure the new plans for the school day following lockdown don't hamper high quality teaching and learning

Teaching and Whole School Strategies			
Year Group	Actions	Intended impact	Cost
7	B9: Bridging KS2 – KS3 SOW written in all subjects for September 2020 before Y7 sit baseline assessments.	Identify the gaps in knowledge and allow baseline data to be used to stream classes from October 2020.	CL time
7	B1 B9: Complete reading tests and Lexia tests, where appropriate.	This will allow for early identification and support for students below chronological reading age.	LSA time
7 8 9	B1: Purchase Accelerated Reader for <u>all</u> students in KS3	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having. Additional 150 students.	£900 (£6 per student)
7 8 9	B1: Purchase additional tutor reading book sets to broaden the menu of books available	The book sets purchased will include BAME authors and themes for tutor reading. Students are exposed to a greater number of words and challenging texts. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£4461
8 9 10 11	B5: Baseline 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.	Additional copying costs from school budget
7 8 9 10 11	B5: No students to miss learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge.	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	£0
7 8 9 10 11	B3 B4 B7 B14: Promote further the use of VLE and ensure CLs have resources readily available for both supply staff and students.	Ensure staff who are covering for isolating/absent staff have high quality resources available to them and that parents/students know where to find appropriate resources.	Teacher/CL time

7 8 9 10 11	B5: Bespoke in-class/homework interventions to follow all assessment points to ensure gaps identified are filled in a timely manner.	Ensure learning gaps do not widen over time, staff training document produced to explore further strategies that can be used.	PPA time
7 8 9 10 11	B4: Ensure all students in all years have a computer and access to the internet at home. 60 laptops required in addition to DfE provided ones.	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events.	£32867
10 11	B5: Purchase revision guides for all students in English and maths with additional guides purchased for other subjects where necessary.	We will track home learning engagement statistics in Years 10 and 11 to highlight the successful use of revision guides at home. Improved attainment and progress scores evident in mock exams in Year 11.	£ 4500
10 11	B2: Ensure that all KS4 teachers are updated regularly on changes to GCSE and BTEC specifications as a result of Covid.	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 parts of the specification.	£0
7 8 9 10 11	B14: Staff CPD on Microsoft Teams to ensure quality teacher can still be delivered remotely in the event of staff or students isolating.	Prolonged absence/isolation does not cause students to fall behind.	CPD time
7 8 9 10 11	B14: Purchase mini whiteboards and coloured pencils for all students in Years 7- 9.	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom and allow student to access Art and DT without specialist rooms.	£2000
10 11	B2 B5: Offsite English and maths conferences to be organised in the spring and summer term.	This will aim to raise the profile and focus on these subjects with targeted interventions and eventually lead to improved outcomes.	~£5000
7 8 9 10 11	B7: Ensure students are provided with timely feedback by using a Whole Class Feedback approach as a replacement for delayed marking feedback.	Feedback is quicker and misconceptions are addressed straight away. This is more essential now as work cannot always be marked as quickly as it once was.	CPD time

7 8 9 10 11	B5 B6: 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. Heads of Year will monitor completion of this and contact home where necessary.	PPA time
7 8 9 10 11	B7: Focus on Rosenshine and effective T&L 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. Low stakes testing in particular is allowing students to maximise learning and retain key subject knowledge.	CPD time
7 8 9 10 11	B7: Sharing of best practice through elective CPD which include a focus on curriculum, T&L, behaviour and pupil premium.	Elective CPD will give teachers access to the most appropriate training for their needs. This will lead to the most effective classroom practice being shared and student learning optimised.	CPD time
7 8 9 10 11	B5: 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.	SMT/CL time
7 8 9 10 11	B2 B3 B4 B5 B6 B7 B14: Staff to be trained on screen recording and presentation recordings so lessons can be recorded and sent directly to students who are absent.	Lessons will be stored for future use and this method should allow attending students to re run through the lesson if necessary. It should ensure that staff are not double planning and so should not add to workload.	CPD time
Total Cost			£49,728

Targeted Strategies			
Year Group	Actions	Intended impact	Cost
7	B6: Small group tuition and individual withdrawal for students in Year 7 who require support in numeracy and literacy	The students who benefit from this small group work will make rapid progress in literacy and numeracy as evidenced via Lexia, Accelerated Reader and The Sandwell Numeracy test.	LSA time
7 8 9 10	B5 B6: Access the National Tutoring Programme (NTP) and additional JS staff, where necessary, 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 termly data drops.	£17900
11	B5 B6: Additional small group tuition to be offered to Year 11 by JS staff.	Using own staff for Year 11 to ensure more rapid progress as staff already familiar with students	£10500
9	B5 B8: Further in-house tuition available for MFL and Humanities for students who have fallen behind and now may not opt for these subjects.	CL to identify these students and by targeting these students should lead to increase in number of students opting for the EBacc pathway.	£2600
11	B5: External provider used to look at revision strategies and wellbeing techniques involved in exam preparation.	Teaching revision techniques is a helpful way of preparing students for their mock and summer exams.	Rearranged from last year
7 8 9 10 11	B5: Hegarty maths subscription (homework catch-up)	Close and systematic tracking of Hegarty maths 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 from maths budget)
Total Cost			£31,000

Wider Strategies			
Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B10: Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform.	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 funding towards uniform costs this will encourage attendance/positive start to school for our parents who are in financial difficulty.	£1500
8 9	B11 B12: Targeted mentoring programme to support girls in building self-esteem and confidence, this includes team building activities and trips when they can resume.	Students identified would likely become disaffected or poor attenders in later school years and so this strategy is a preventative one.	(£500 from PP budget)
7 8 9 10 11	B11: Additional counselling or support time and further opportunities to talk to appropriate staff within school. This includes a range of staff including Safeguarding Lead, Heads of Year, Mentors etc.	Having further opportunities to talk to an appropriate adult 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.	Safeguarding lead, Head of Year and mentor time
7 8 9 10 11	B12 & B13: Ensure FSM vouchers are available in holiday time.	This will ensure students do not suffer as a result of the financial impact Covid has had on household income.	Time

7 8 9 10 11	B3: 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.	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, Hegarty Maths and Seneca will be utilised.	£0
7 8 9 10 11	B3: Bromcom's MyChildAtSchool App to be rolled out.	The purchasing of this app will allow improved, direct contact with parents. This will allow homework tasks and deadline to be shared as well as current attainment. Amazon voucher offered as an incentive to parents to engage and further improve home – school communication.	SLT time to roll out £50 voucher
11	B8: Ensure all Year 11 students benefit from a 1:1 careers interview in the autumn term. National apprenticeship week activities and 'Progression' event for students to speak to colleges or 6 th form. 'Professions' event for A-level and university options.	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.	Time
11	B8: Students to be provided with opportunities and assistance in school time to complete college applications, CV's and apprenticeship forms.	This should ensure students have a clear post 16 path and avoid having any additional NEET students as a result of missing school time.	Time
7 8 9 10 11	B13: A new system in place for parents' evenings in 2020/21 to ensure regular dialogue between home and school regarding academic performance	Purchasing 'SchoolCloud' to ensure virtual Parents' Evenings are successful.	£800
7 8 9 10 11	B3 B4 B6 B8 B10 B11 B12 B14: Virtual assemblies to continue in form time via pre-recorded video.	To ensure the school day is as normal as possible - a range of appropriate themed assemblies will take place that address a range of ongoing issues.	Time
Total Cost			£2,350

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£49,728
Targeted	£31,000
Wider	£2,350
Total	£83,078
Allocation	£64,160 + up to £20,000 from school budget for additional costs