

Catch 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.

Schools should set out how they will allocate the additional funding to support curriculum recovery 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.

EEF Guidance

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

School	Summerfields Primary School		
NOR	181	Allocated Catch-up funding	£16109
Challenges/Focus areas identified (e.g. curriculum gaps, attendance, mental health/wellbeing)			
1. Curriculum gaps			
2. Children's mental health			
3. SEN – are recommendations still appropriate			
4. Children's stamina			
5. Access to technology			
6. Staff mental health			

1.		
Action/Strategy	Desired Impact	Cost
Baseline assessment of all children in September to identify gaps in learning	Gaps in children's learning are minimised. This is in comparison for where they are personally and in the year group as a whole e.g. due to lack of engagement in work set during lock down some children have not only missed 6 months of school, but have not made any progress since Feb 2020. November assessments show appropriate progress for all children and rapid progress towards 'average' for those children who had more gaps to fill.	Extra NFER tests
Teachers analyse assessments to see where whole class gaps or individual gaps are.		
Subject Leaders to support teachers in providing 'essential' learning for subjects and year groups		Subject Leader time
Teachers plan based on gaps in knowledge and essential learning		TA time to support interventions.
Teachers plan interventions for those children who need further support		
Further assessment in November to check progress – if necessary steps above to be repeated based on new data		

2.		
Action/Strategy	Desired Impact	Cost
Begin the term with work based on emotional well-being e.g. linked to the book Huge Bag of Worries	Children are happy and confident. They can express any concerns appropriately and have strategies to tackle sadness, disappointment etc. This means they can focus on learning as appropriate.	TA time to run 'emotions' groups
Extra circle time allowing children to discuss their feelings		
Kindness Challenge – supporting parents		Admin time organising links and activities

Trick Box – become a Trick Box school to support personal development	Engage with parents to support them supporting children with mental health through positive reinforcement	Trick Box training for staff
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3.		
Action/Strategy	Desired Impact	Cost
Teachers and SENCO liaise with outside agencies to ensure recommendations are still up to date and appropriate	SEN children are not disproportionately affected by not being in school and individual interventions are still appropriate. Children make accelerated progress towards their February 2020 targets (and beyond).	SENCO time
Ensure SEN interventions e.g. S&L are in place promptly to ensure that children lose no more time accessing the learning		SENCO time TA time increased to support EHCP and other SEN targets
Staff training on meta cognition, working memory and coaching to ensure staff are able to support all children but SEN specifically		Staff meeting time

4.		
Action/Strategy	Desired Impact	
Children regain stamina to be able to focus on tasks for longer periods of time.	Children are able to focus on tasks for an age appropriate length of time. This is reflected in the quality of their work e.g. more longer pieces of written work of a high standard throughout and do not trail off at the end, number of maths questions completed in the time (Y6 number of the day work). Less children tired and fractious on Thursday and Friday afternoon, behaviour improves across the school.	TA time to support individual children
Children are ready to learn so that they can focus on what is being taught and are able to retain information – timetable for the day carefully planned to ensure that breaks are built in, but these are carefully managed and as time progresses decrease and learning time increases		Extra adult support in some classes some afternoons

5.		
Action/Strategy	Impact	
To find out which families have access to a working computer, with internet access and WiFi in order for the majority of families to access work online during class	Replies to school questionnaire highlighted a number of families who would need support. School issued 'DfE' laptops, have let DfE know how many more we would need	Subject Leader, office and SLT time

isolation or further lockdown. To know immediately class goes into isolation who will need paper copies of work etc.	in further lock down and are aware which families will need support through paper copies etc. School have registered for Vodafone cards and are waiting to find out if we have been successful.	TA time to support those children who do not have regular access to a computer or parents find it difficult.
Staff training on Google Education Suite and google classrooms in particular.	Grant obtained for Google Suite with ongoing support. School linked to support school for additional help. Teachers trained to put work on. Information sent to parents (Dec 20) on what they need to do.	Staff meeting time x 3 Subject Leader, SLT and office time.

6.		
Action/Strategy	Impact	
Regular contact/updates with all members of staff.	All members of staff feel supported by the school in their worries and anxiety over working in school and covid in general. Staff attendance remains high	

Accountability and monitoring:

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.