

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

SUMMARY INFORMATION

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|--------------------------------|------|--|-----|--------------------------------|---------|
| Total number of pupils Y7-Y11: | 1038 | Amount of catch-up premium received per pupil: | £80 | Total catch-up premium budget: | £64,000 |
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AT GLOSSOPDALE OUR STRATEGY IS TO:

1. Carry out CATs tests and standardized reading tests with all Y7 students to establish ability on entry.
2. Carry out standardised reading tests and subject baseline assessments for all students in Y8-11 to establish gaps in learning.
3. Amend subject curriculum maps to ensure appropriate content and key concepts are covered to enable students to access the next stage of their learning.
4. Provide intervention in English and Maths for identified students to support 'catch-up' with literacy and numeracy.

5. Review the changes to exam board content, approach and assessment in all subject areas and amend SOL accordingly.
6. Ensure all our year 11 and 13 students are fully supported, informed and prepared for examinations in 2021.
7. To ensure all students in all years are trained to use Google Classroom.
8. To ensure that effective lessons/resources are uploaded on to Google Classroom for students self-isolating.
9. Identify and support disadvantaged and SEND students who are likely to have the largest gaps in the knowledge and skills.
10. Ensure most appropriate use of the National Tutor Programme through careful selection of students and the processes used to access this resource.
11. To improve the quality and effectiveness of remote learning in order to: engage all students in their remote education, minimise the further widening of gaps in knowledge, ensure all students make expected progress
12. Ensure that all students have access to appropriate technology for learning at home

barriers to future attainment

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

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| A | Literacy & numeracy skills will not be where they should be as a result of the first lockdown |
| B | Gaps in curriculum as identified by each Subject leader |
| C | Readying the school for further home learning needs (E.g. a second lockdown) |
| D | Ensuring all students can access online learning at home |
| E | Ensuring we prepare students in Year 11 and 13 towards pending examinations/centre assessments, including the mock exam series and keeping all stakeholders informed of the most recent guidance and changes to any aspect of the examination series |
| F | Ensuring our SEND students are making social, emotional and academic progress following the lockdown period |
| G | Understanding T&L strategies within the 'new normal' way of teaching |
| H | Gaps in 'careers and further education' advice and guidance |
| I | Understanding the ability of our new Year 7 intake without SATS scores |
| J | Maintaining a high attendance % for all students is a priority |
| K | Wellbeing: Students adjusting to the new school routines and structures |
| L | Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period |
| M | Ensuring parental engagement levels are maintained during the 'virtual meeting' era |
| N | The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning |

Planned expenditure for current academic year

| Teaching Strategies | | | |
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| Action | Intended outcome and success criteria | Staff lead | Cost |
| All Y7 take Cognitive Ability Tests | We know the ability levels of Y7 students on entry | KSm | £1705 |
| All subject areas carry out planned diagnostic assessments. | Curriculum plans are updated to target areas of weakness and address misconceptions. | KSm | £0 |
| Use expertise from Research School to create resources and deliver effective strategies to support literacy | Staff are skilled in using a selection of strategies to explicitly teach literacy in their subjects. | KSm | £1050 |
| Provide training to staff in English and other faculties to support students' literacy | Staff are skilled in using a selection of strategies to explicitly teach literacy in their subjects. | KSm | As above |
| 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) | KSm | £1000 |
| Provide ongoing training for staff on effective use of Google Classroom and good practice for setting remote learning | Improved quality of remote learning More engagement from students Curriculum planning meets the needs of students and addresses gaps in knowledge | KSm | £0 |
| Purchase extra resources for faculties to support catch-up for students and another period of school closure. E.g. Electronic text books, revision books, etc. | Students have access to extra resources to support remote learning and improve engagement | DMc | £6500 |

| Leaders to track and monitor catch-up strategies closely looking at low effort-high impact success 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. | KSm | £0 |
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| FTL adaptations to the curriculum | Subject curriculum content precisely targets students' needs for each year group | KSm | £0 |
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| Total budgeted cost: | | | £10,275 |
| Targeted Academic Support Strategies | | | |
| Action | Intended outcome and success criteria | Staff lead | Cost |
| Use our specialist assessor to set up and implement Reading Age Tests for all year groups and use findings to provide targeted reading interventions with identified students. | Identify the reading ages ability of all students. Provide targeted reading interventions with identified students. Reading ages are in line with their chronological reading age. Communicate reading ages and provide training on how to use data and improve literacy in all subjects | KSm | £500 |
| Employ a literacy tutor for KS3 to design and implement literacy interventions for students identified as below expected. Provide small group literacy intervention for eligible students in Y7-Y9 that are below expected. | High quality planning and resources aimed at supporting specific literacy needs. Gaps in knowledge and skills are narrow or close for the majority of students. | KSm | £10,800 As above |

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| | <p>Students engage in intervention both in school and during remote learning.</p> <p>The percentage of Y7-Y9 students making expected progress towards their reading age matches or has improved from their starting point.</p> | | |
| Use additional teaching capacity to create smaller focus groups in Y11 English to facilitate intensive catch-up teaching for those that are below their target grade. | Students' progress is accelerated and improves on their starting point to move closer to their target grade. | KSm | £13,861 |
| Use our Academic Mentor as part of the National Tutoring Programme to provide intensive catch-up to identified eligible students in English. | Students' progress is accelerated and improves on their starting point to move closer to their target grade. | KSm | £7000 |
| <p>Use national assessments to identify students below target in maths.</p> <p>Link with PHS via SHA to ensure assessments are robust Identify through QLA the gaps in pupil's knowledge</p> | <p>Maths faculty have accurate information about the current levels of attainment for students compared to national</p> <p>Teachers know where gaps are and can plan appropriately to address these gaps with wave 1 and wave 2 interventions</p> | PCI | £400 |
| Use our Academic Mentor as part of the National Tutoring Programme to provide intensive catch-up to identified eligible students in maths. | Students' progress is accelerated and improves on their starting point to move closer to their target grade. | PCI | £186 per 3 students for 15 week blocks. So a 15 week |

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| | | | block of 25 lessons would equate to £4650 |
| Communicate with parents to ensure work continues at home | Parents know how to support their child at home | PCI | £0 |
| Tutors ensure that students identified are engaged with remote learning when necessary. Including “live” lessons one to one where appropriate. Also includes hard copies of books to improve engagement. | Intervention continues during student absence due to self isolating or another national lockdown | PCI | Century Revision books £1000 |
| Use additional Teaching capacity to create small groups in maths. Targeted work on grade 3 to 4 and identified students below target. | Students’ progress is accelerated and improves on their starting point to move closer to their target grade. | PCI | £0 |
| Use capacity in maths to release leaders in the faculty to teach intensive catch-up classes. | Students’ progress is accelerated and improves on their starting point to move closer to their target grade. | PCI | £0 |
| Provide mentors to support eligible students in Y11 vocational lessons that are below target to support them in completing their coursework units. | Targeted students at risk of failing their Btec courses currently complete their coursework units and can therefore enter their exams Students make progress from their starting points towards achieving their target grades | FFL | £3000 |
| Provide extra capacity in EBacc subjects in year 11 to provide additional support for eligible students that have been identified as below target. | Targeted students at risk of failing and/or significantly underachieving receive targeted intervention Students make progress from their starting points towards achieving their target grades | FFL | £2000 |

| Provide training for all Y11 students on effective revision and study skills techniques | Students feel confident in their preparation for mocks and their end of year assessments Students demonstrate independence and self-regulation in their learning | MSk | £0 |
|---|---|------------|------------|
| | | | £43,211 |
| Total budgeted cost: | | | |
| Wider Strategies | | | |
| Action | Intended outcome and success criteria | Staff lead | Cost |
| Support students both technically and in their ability to use the technology eg Google Classroom | Students engage more effectively with remote learning and feel more confident | PCI | £0 |
| Ensure all students in all years have a computer and access to the internet at home | All identified students without adequate IT provision at home have access to remote learning thus ensuring equity of provision | FFI | DfE funded |
| Lines of communication eg via Google meet/email etc are improved between school and home | The majority of parents are happy with our provision and feel supported in facilitating their child's learning | KSm | £0 |
| Provide additional counselling for students suffering increased anxiety as a result of lockdown and returning to school | Attendance improves Students feel confident in returning to school | SGi | £0 |
| PSHE lessons and virtual assemblies delivered on mental wellbeing. | Supporting the mental health and wellbeing of students to ensure all can access learning | SGi | £0 |

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| Website section on mental health and wellbeing updated and more visible | Students know where to look to get help and advice if they struggling with their mental health and wellbeing | SGi | £0 |
| Total budgeted cost: | | | |

ADDITIONAL INFORMATION

In order to decide our priorities and strategy for this spending we have used a combination of data to identify where the greatest need is. This includes:

- assessment data both summative and formative
- parent and student voice
- staff consultation
- attendance data
- engagement with remote learning data
- EEF evidence and guidance, DfE guidance documents & DCC Future Shapes working group

Evidence used to review actions will include the following:

- parent voice
- student voice
- attendance data
- progress data
- engagement data

| Strategy | |
|---------------------------|---------|
| Teaching | £10,800 |
| Targeted Academic Support | £43,211 |
| Wider | £0 |
| Total | £54,011 |
| Allocation | £64,000 |

- The difference between total and allocation will be for contingency.