



COVID Catch-Up Premium Plan 2020-21

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

Number on roll (Reception – Year 6)	199	Allocated Catch-Up Premium Funding	£15,920	Disadvantaged pupils	46
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Issues identified as barriers to learning (September 2020 onwards)	
B1	Varied levels of access to online remote learning during Spring and Summer terms 2020
B2	Gaps in curriculum, as identified by class teachers
B3	Writing progress gap as a result of remote learning, as identified by Baseline Assessment
B4	Maths progress gap as a result of remote learning, as identified by Baseline Assessment
B5	Phonics progress for Reception, Year 1 and Year 2 pupils due to lack of face-to-face teaching
B6	Increased potential for Social, Emotional, and mental health needs across year groups due to lockdown / bereavement
B7	Restricted movement within classes and around school impacting on known, successful teaching and learning strategies
B8	Identifying pupils who need support with learning / accelerated learning without GLD / Phonics Check / KS1 SATS
B9	Providing consistent, high quality teaching where individuals / bubbles have to self-isolate
B10	Promoting high levels of attendance whilst parents may be anxious about pupils attending school
B11	Wellbeing – pupils having to adjust to new routines, boundaries and expectations due to ongoing COVID actions & restrictions
B12	Wellbeing – need to mitigate higher anxiety levels / increased safeguarding concerns
B13	Maintaining parental engagement whilst face-to-face interaction is not possible.
B14	Potential issues with curriculum timetabling for optimum teaching v. staggered entry / breaks / exit.





Teaching and Whole School Strategies

Year Group	Action	Intended Impact	Cost
2-6	LA Baseline Assessment and Analysis	Identify pupils' starting points for the year including a scaled score in Reading and Maths and provide analysis of specific gaps in learning.	£0
3-5	Purchase Reading and Maths NFER Autumn, Spring and Summer term tests	Provide a scaled score in Reading and Maths at the end of Autumn term to identify success of whole class teaching strategies and intervention groups in closing the gaps.	£1,400
R-6	Purchase additional reading scheme books to broaden the range available	Provide wider range and quantity of books so that children have continuous access to high-quality reading materials whilst used books are being quarantined. Children develop their love for reading and are eager to read new books.	£3,000
2-6	LA Staff CPD for enabling children to catch up whilst keeping up in Maths	Staff are enabled to close the gaps in maths whilst still enabling pupils to keep up with their curriculum learning.	£0
Total cost			£4,400





Targeted Strategies

Year Group	Action	Intended Impact	Cost
1-6	Targeted intervention sessions with TA for GPS	Accelerated progress to close the learning gap, evidenced in termly assessments.	Staffing cost already covered by annual budget – TA time reallocated
1-6	Targeted intervention sessions with TA for Mental Maths	Accelerated progress to close the learning gap, evidenced in termly assessments.	
1-6	Targeted intervention sessions with TA for Reading	Accelerated progress to close the learning gap, evidenced in termly assessments.	
3-6	Targeted after-school intervention sessions with TA for Mental Maths	Accelerated progress to close the learning gap, evidenced in termly assessments.	
3-6	Targeted after-school intervention sessions with TA for Reading Comprehension technique and pace	Accelerated progress to close the learning gap, evidenced in termly assessments.	
3-6	Targeted after-school intervention sessions with TA for Maths	Accelerated progress to close the learning gap, evidenced in termly assessments.	
3-6	Targeted after-school intervention sessions with TA for Reading	Accelerated progress to close the learning gap, evidenced in termly assessments.	
1, 2, 6	Targeted after-school intervention sessions with class teacher for English	Accelerated progress to close the learning gap, evidenced in termly assessments.	£1607
1, 2, 6	Targeted after-school intervention sessions with class teacher for Maths	Accelerated progress to close the learning gap, evidenced in termly assessments.	
R	Specialist Sports coaches to release teacher during PE lesson to deliver intervention	Accelerated progress in phonics to close the learning gap for lower achievers, evidenced in termly assessments, so that all children are able to access early reading.	already allocated in school budget – redirected





R,1,2	Phonics Tracker	Enable Rec, Y1 & Y2 staff & SLT to closely track cohorts and individual children, targeting learning and additional support. Accelerated progress to close the learning gap, evidenced in termly assessments.	£2232
R-6	Staff CPD in Precision Teaching	SEN / Lower Attaining children receive targeted support with spellings, sight words and key maths facts. Facts learned through Precision Teaching are transferred to general class work.	£200
Total cost			£2,030

Wider Strategies

Year Group	Action	Intended Impact	Cost
R-6	Avoid children missing learning time to avoid any further gaps in knowledge ("Protect every lesson like it was their last")	Through partnership of staff, parents, leadership, admin and EWO, attendance will be high for all pupils thus maximising pupils' learning opportunities.	£0
R-6	Encourage pupils to be more physically active	Pupils have increased concentration levels leading to improved learning outcomes	£0
R-6	Purchase additional non-fiction topic books to broaden the range available in the school library	Pupils can freely access high-quality reading resources linked to their topics to enrich their learning and encourage a love of reading, and develop research / wider reading opportunities.	£1,700
2-6	LA Staff CPD for enabling children to catch up whilst keeping up in Maths	Staff are enabled to close the gaps in maths whilst still enabling pupils to keep up with their curriculum learning.	£0



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R-6	LA Counselling & Therapeutic Support SLA	Identified individual pupils receive specialist support with SEMH issues and are better able to focus on their learning.	£3,088
R-6	Additional Educational Psychologist hours	Rapid EP support for pupils with identified SEND where additional measures may be needed to appropriately support pupils with SEND to reach their potential.	£2,000
R-6	Access additional counselling provision from MHST (Mental Health support team) through pilot LA scheme	Identified individual pupils receive specialist support with SEMH issues and are better able to focus on their learning.	£0
R-6	Attendance	EWO support will further strengthen staff's efforts to ensure that all children access education every day where possible.	£2,700
R-6	Create class email addresses	Parents / Carers can have direct contact with year group staff to access help with English and Maths homework etc	£0
Total cost			£9,488

Strategy	Cost
Teaching and Whole School	£4,400
Targeted	£2,030
Wider	£9,488
Total	£15,918
Allocation	£15,920



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