

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.

Teaching
High quality teaching in school Training via use of Walkthrus to develop common language and approach Use of visualisers to improve assessment and feedback ICT facilities in school and laptops for teachers to improve teaching and learning WOWO boards to ensure all pupils can engage effectively in learning and feedback High quality speaker to support consistent approaches to culture and expectations Review of curriculum and data to identify gaps. Support for planning, and training to ensure appropriate scaffolding and support. Quality assurance of online teaching and learning to ensure effective
ICT resources and Teams training (students and staff) Further detailed review of access to ICT at home, use of funding to provide resources needed All pupils and staff trained in the effective use of Teams

Training sessions provided for teachers re teaching with Teams (teaching strategies) including a range of sessions

Identification of groups and individuals

Use of SMHK data, dept feedback, and early low stakes assessment to produce an initial plan for who needs most intervention.

Those high risk (CLA, PP, EHCP) to be highlighted and accurately mapped

Pupil survey to self-identify

Mapped information to be shared, and staff trained to ensure that support is targeted appropriately

Additional staffing to support the effective provision for disadvantaged pupils and families

Supporting home learning and independent learning

Ensure homework, teaching and medium-term plans promote spaced practice and retrieval

Ensure catch up curriculum map is updated regularly and reviewed in relation to progress data and wider assessment information.

How we learn advice and guidance delivered to pupils and families

Targeted academic support

Intervention sessions to catch up

Identify group sessions for catch up (*different to normal lessons, intensive and short term*) and run after school

Retrieval sessions for **core subjects** planned for quick regular intervention in guidance sessions

Teaching pupils effective learning strategies, (how to revise, how to improve memory, homework strategies) in guidance sessions and via assemblies and support sessions

Mentoring for small focus groups related to learning

Interventions to develop individuals and small groups are able to engage in learning, improve social skills

Wider strategies

Families

Provide families with year specific/subject resources as well as devices to support retrieval practice at home

Provision of subject specific equipment to support progress.

Online support information and session(s) for parents included in high quality use of website for communication

Ensure parent/carer consultation events continue to take place and that contact via phone is also embedded for those who do not respond to emails

Wellbeing

Extra training in Solution Focused Therapy as well as access to increased support for those experiencing mental health issues
 Individual support to improve mental health and coping strategies
 Ensure reception is appropriately placed and set up to support interventions
 Employ extra safeguarding post to fulfil need
 Build aspiration via careers related talks and events by employers and high quality speakers
 Increased access to careers and next steps guidance, targeted at identified pupils, via additional staffing.
 Provision of resources to support effective learning, for individuals and groups of learners
 Provision of resources and opportunities to increase wellbeing and exercise for targeted groups of learners
 Support and interventions linked to attendance

Funding

In order to be efficient and effective the school is combining funds to deliver the coherent and evidence based three-tiered approach that is consistent with its existing pupil premium strategy.

Wootton Upper School has received £167.9k from the following funding streams:

ESFA COVID-19 Catch Up	£71.0k
Bedford Borough Council EISG Funding	£24.1k
ESFA Pupil Premium Funding carried forward from 2019/20	£72.8k

By combining the funding in this way a more holistic approach has been taken to support positive outcomes for pupils with this three pronged approach. The support costs are set out below;

Laptops for pupils and staff to access lessons and work set	£23.0k
Visualisers, WOWO and Walkthru for effective teaching from front	£12.1k
Mapping gaps for SEND and PP	£4.3k
CEIAG – additional catch up plus new careers role to increase capacity	£13.8k

Intensive working with pupils regarding learning behaviours, social skills and engagement in learning	£30.0k
External support to improve MH	£5.0k
Safeguarding improvements-relocation and additional staff	£40.0k
Intervention sessions for Year 11 and Year 10, (initial pilot to focus on Maths, English, Science and Wellbeing but quickly including wider curriculum), include transport costs	£27.0k
Other-smaller value items	£3.4k
Deputy PP Lead(s)	£9.3k
Total	£167.9k