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	St Thomas Mores RC Primary School		
NOR	317	**Allocated Catch-up funding**	£25,440
Challenges/Focus areas identified (e.g. curriculum gaps, attendance, mental health/wellbeing)			
1. Academic gap between children has increased.			
2. Gap between those at school during second school closure and those at home has become apparent.			
3. Independence of children has decreased through the lockdowns.			
4. Emotional difficulties experienced by some children			
5. Gap between disadvantaged children and those not disadvantaged has increased.			

1. Teaching and Whole School Strategies		
Action/Strategy	**Desired Impact**	**Cost**
After Lockdown 1: Followed catch up planning issued by HIASS.	Most children catch up to individuals expected standards.	Part of school budget
Lockdown 2: Provision of blended learning more consistent with in school learning. Videos and presentations supporting all lessons. Teacher's having a closer and more instant contact with parents and children.	Children who complete home learning or attend school make progress whilst schools are closed.	Part of school budget
After lockdown 2: Targeted planning using HIASS models. Focus on Emotional well-being.	Most children make accelerated progress and catch up to their own expected standards.	Part of school budget
Assessment after both lockdowns to ensure focussed teaching.	Teaching is targeted and individualised. Teacher's know which children to target and monitor.	Part of school budget

2. Targeted Strategies		
Action/Strategy	**Desired Impact**	**Cost**
Teacher's to be released once a week to provide targeted support for small groups or individuals.	Personalised learning ensures that most children reach desired expectations.	£6,472

Easter School provided for 10-15 children from each phase focussing on those children where school closure had the biggest impact for them.	Small gaps have closed to bring these children more in line with those who attended school or completed home learning well.	£1,515.35
Reception children will all be accessed using the NELI (Nuffield Early Language programme). Then two groups of four children will have speech intervention three times a week by the class teacher.	Targeted children will show age appropriate speech and language skills.	No cost – training and resources provided.
Small booster groups run by DH for children who should be on track for GD. Year 5/6 and Year ¾.	Those children who have been identified as potential for GD will be nearer GD expectation.	£12, 527

3. Wider Strategies		
Action/Strategy	**Desired Impact**	**Cost**
Blended learning is established in case of children isolating or bubble closure.	Gaps of learners does not get any wider.	Part of school budget
ELSA hours increased due to more children needing her support.	Children who access ELSA feel confident to talk about how they are feeling.	Part of school budget
Curriculum focus on maths and Literacy. Lessons shorter and focussed on key skills.	Most children access lessons and make expected progress.	Part of school budget
P.E. taught more regularly and exercise considered a priority.	Most children require increased stamina and fitness levels.	Part of school budget
A continuous provision style set up in Key stage 2 for the afternoons.	Most children settle back into school life with little disruption and behaviours.	Part of school budget

Evaluation/Impact	
Action/Strategy	**Impact**

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.