

Covid 19 Catch-Up Premium and Curriculum Expectations 2023/24

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

Catch-up Premium Plan KS3 & KS4

Academy	Northampton Academy	Allocated funding (Catch-Up)	£123,096
Number on roll (total)	1471 (Year 7 – 11)	Allocated funding (National Tutoring Programme)	£38,764
% Pupil Premium eligible pupils	29%	Number in sixth form	None

Issues identified as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)
B1: Literacy skills
B2: Gaps in curriculum as identified by each Head of Department
B3: Ensuring all students can access online learning at home
B4: Gaps in knowledge that have appeared as identified during AFL
B5: Ensuring our SEND students are making social, emotional and academic progress
B6: Developing Teaching and Learning to ensure students receive high quality T&L across the school
B7: Gaps in 'careers and further education' advice and guidance
B8: Understanding the ability of our new Year 7 intake without SATS scores
B9: Maintaining a high attendance % for all students is a priority
B10: Wellbeing: Concerns around anxiety and safeguarding



B11: Ensuring parental engagement levels are maintained and increasing

Teaching and Whole School Strategies			
Year Group	Actions	Intended impact	Cost
7	B9: MidYis testing for all Year 7 students	Identify the ability of all students so as they can be set in CORE subjects in October 2022	£1,196
7 8 9 10	B1: Purchase 3x NGRT tests for all students in Years 7-10	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having	£ 2,400
7 8 9 10	B1: Purchase additional tutor reading book sets to broaden the menu of books available	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 30 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£3,400
7 8 9	B1: Purchase the Lexonik reading programme that is in two parts. Firstly Lexonik Leap that focuses on phonics and improving this. This is aimed at those with an NGRT SAS score of below 85. Secondly, there is Lexonik Advance that focuses on fluency and comprehension; this is aimed at those with an NGRT SAS score of between 85 and 115.	The impact will be that students improve their reading ages and ideally we will be left with zero children with an SAS score of below 85.	£15,350
11	B5: No students to miss learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge.	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	£0
11	B2: Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way	£0

10 11	B5: Purchase revision guides for all students in all subjects where there are gaps to ensure independent work can be completed at home	We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home Improved attainment and progress scores between November and March mocks in Year 11	£12,000
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10 11	B2: Ensure that all teachers are trained up on improvements in T&L such as exam specification	This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the spec	£10,880
7 8 9 10 11	B14: Purchase mini whiteboards and pens for all students in Years 7-11	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	£2000
7 8 9 10 11	B14: To train 10 more staff members to become qualified coaches	Considering the COVID situation, it is more essential than ever to offer staff coaching, particularly as they are working alone in classrooms rather than using staff bases. This will support staff morale and thus positively influence T&L	£3000
11	B5: Half of all mock papers in various subjects sent off to be marked externally	This will ensure accurate and consistent marking of year 11 papers with which to identify gaps in knowledge and intervene accordingly	£12000
7 8 9 10 11	B3 & B4: Ensure all students have a calculator to complete home learning	This will ensure all students can complete calculator specific tasks at home	£2200

7 8 9 10 11	B5 B6: Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown (Previously Accelerated reading budget moved to Laura)	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (mocks and ROA)	£2,500
7 8 9 10 11	B7: Focus on Rosenshine & TLAC strategies leading to all students knowing more and remembering more of the common curriculum being taught	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.	£0
7 8 9 10 11	B7: Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium	Trust-wide webinars will give teachers access to the very best of what exists across the MAT. This will lead to the most effective classroom practice being shared and student learning optimised.	£0

7 8 9 10 11	B5: Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes 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. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders’ understanding of effective catch up in the classroom.	£0
Total Cost Allocated cost from catch up Grant			£66,926

Targeted Strategies			
Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B2: Develop a rewards strategy for students who engage with and complete their home learning	Improve the engagement levels of home learning across all year groups and thus improve pupil progress and organisation/resilience	£3,000
7 8 9 10 11	B1 B2 B4: School led tutoring is a vital strategy to improve pupil academic performance. This will be in the form of intervention both after school and in exceptional cases, the school day itself.	School led tutoring will support higher academic performance in all year groups. This will be measured by ROA and NGRT in KS3 and P8/A8 in KS4	£28,000
Total Cost Allocated cost from catch up Grant			£31,000

Wider Strategies			
Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B10: Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform.	This will encourage students to attend and parent co-operation with attendance and could lead to an improvement in attendance figures. Also if parents know they can get subsidized for uniform this will encourage attendance/positive start to school for our parents who have no money	£4000
7 8 9 10 11	B13: Continue with the 'school cloud' virtual parents evening software to ensure regular dialect between home and school regarding academic performance. This will run alongside the re-introduction of face to face parents evenings in 22/23	To maintain communication between the school and the parents regarding academic performance	£500
7	B11: Attitudinal survey to look at pupil attitudes to school to enable early intervention	To identify students who would benefit from a re-engagement programme for their learning	£742
7 8 9	B1 - Use of special handwriting books to support presentation of students who missed months of classroom support during Covid	Support a general trend of improved presentation standards across KS3, as evidenced by an improved presentation average rating for these students in their next academic report.	£1000
7 8 9 10 11	B3 B6 - Stationery and prizes for Proud Table to support presentation, ambition, etc.	Create a culture of students taking pride in their exercise books, as evidenced by an improved average presentation rating for years 8-10 in the next round of academic reports.	£3,600
7 8 9	B2 B4 - Academic Breakfasts	Using baseline and banding data identify underperforming students to have academic mentoring. Meeting weekly before school is discuss academic attainment/progress	£2,000
Total Cost			£11,842
Allocated cost from catch up Grant			

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£66,926
Targeted	£31,000
Wider	£11,842
Total	£109,842
Allocation	£123,096