

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 KS3 & KS4

Academy	Northampton Academy	Allocated funding (Catch-Up)	£108,160
Number on roll (total)	1341 (Year 7 – 11)	Allocated funding (National Tutoring Programme)	Not known yet
% Pupil Premium eligible pupils	466 (35%)	Number in sixth form	None

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)
B1: Literacy skills (reading ages are above national average in all year groups but tutor reading has not been taking place to the full extent since March 2020)
B2: Gaps in curriculum as identified by each Head of Department
B3: Readyng the school for further home learning needs (E.g. a second lockdown)
B4: Ensuring all students can access online learning at home
B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
B7: Understanding T&L strategies within the 'new normal' way of teaching
B8: Gaps in 'careers and further education' advice and guidance
B9: Understanding the ability of our new Year 7 intake without SATS scores
B10: Maintaining a high attendance % for all students is a priority
B11: Wellbeing: Students adjusting to the new school routines and structures
B12: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B14: The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful

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 2020	£1465
7	B9: The 'no more marking' assessments to be completed by all Year 7 students in English	These will provide another opportunity to identify the ability of our new Year 7 cohort with regards to literacy. This will inform the creation of sets in English in October 2020	£0
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	£ 2196
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.	£ 2258
11	B5: Transition assessments for all students in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom	£600
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

7 8 9 10 11	B5: Period 6 intervention to be bespoke and open to all where there is a need. Ensure that P6 intervention is at least as effective as pupils' classroom teaching	Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations (ROA, mocks and summer exams)	KS3 £ 4800 48x25x4 KS4 £8550 38x25x9
7-11	B4: Ensure all students in all years have a computer and access to the internet at home	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£5000
11	B2: Purchase 20 more desktop computers to create a third computer room within the Year 11 zone	This will mean more students have access to computers during their lessons; particularly supports subjects where computers are necessary (Business, Sport, Drama)	£2500
10 11	B5: Purchase revision guides for all students in all subjects 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	£ 7500

10 11	B2: Ensure that all KS4 teachers are trained up in their 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	£1000
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	£500
7 8 9 10 11	B14: 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)	£1000
7 8 9 10 11	B14: Buy the IRIS subscription which will enable lessons to be recorded	This strategy will be useful for two main reasons: 1) For sharing regular best practice of COVID T&L ideas with all teachers 2) For staff to record themselves and request feedback from the LPs	£3516
7 8 9 10 11	B14: Purchase mini whiteboards and pens for all students in Years 7-13	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	£ 2000
11	B5: Half of all mock papers in all 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	£8000

7 8 9 10 11	B5: Ensure that the new SENECA PREMIUM platform is rolled out successfully and monitor the usage across year groups	The resources available within SENECA will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (mocks and ROA). Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.	£ 3134
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	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (mocks and ROA)	£0
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			£54,019

Targeted Strategies			
Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B1: Purchase Bedrock Learning to support all students with their literacy levels	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and January 21	£6000
7 8 9 10 11	B11 B6: Initiate the student coaching model	This will allow students to be both trained as a coach and be coach. This will support with students adjusting to the new routines at school	£500
	B5: Purchase 'Language nut' to support students with their Spanish and French language knowledge	This will support the progress of students in languages	£890
7	B6: Small group tuition for students in Year 7 who require support in numeracy and literacy; one LSA to lead on the delivery	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and January ROA	£18049
7	B6: Direct leadership time from the SENDCO to coordinate the intervention program for Y7s who require catch up	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and January ROA	£9224
7	B6: An annual budget for the Hub used in the past on things such as software to improve reading ages	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and January ROA	£2000
7 8 9 10 11	B5 B6: Access the National Tutoring Program to ensure additional targeted support is put in place for all students	The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams and ROA	Will come from a different pot
11	B5: Deliver a full program of revision techniques during PSHE sessions. This will include a virtual talk from an external speaker who will also work with some students 1:1	Teaching revision techniques is a helpful way of preparing students for their mock and summer exams. The external speaker is someone we have used for 2 years now and is a relationship we will continue	Talk £650 Green books £400 Copying £100

7 8 9	B5 B6: Direct Instruction (English & maths)	Training has been delivered by the Avonbourne DI hub team to staff at the school and students identified for the programme. Programme well understood by the trained staff and suitable resources in place to optimise impact of DI.	£1000
7 8 9 10 11	B5: Hegarty maths subscription (homework catch up)	Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.	£600
Total Cost Allocated cost from catch up Grant			£39,413

Wider Strategies			
Year Group	Actions	Intended impact	Cost
	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	£3000
	B11: Pay for 100-120 hours of counselling time	Having additional counsellors or the provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£4000
7 8 9 10 11	B3: Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of Oak Academy, Hegarty Maths and the UL curriculum is key here	£0
7 8 9 10 11	B3: Show My Homework	Purchasing of SMHW app which is allowing parents and students to track set homework more effectively. This is leading to higher completion rates (up by 20% when compared to last year) of the bespoke catch up homework being set as part of the planned curriculum recovery.	£1050

11	B8: Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime) Breakfast and lunch to be provided for pupils that meet before school or lunchtime.	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond	£1000
7 8 9 10 11	B13: A new system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance	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	£622
7 8 9	B12: Art therapy to provide outlet for students who find verbalising ideas difficult	To provide students who struggle with engaging with counselling an outlet	£250
7 8 9	B13: Set up a support helpline for parents to call if in need of help with E&M homework	This will support learning conversations at home which is proven to impact outcomes both academic and personal (Lili leading)	£4000
Total Cost Allocated cost from catch up Grant			£14,422

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£54,019
Targeted	£39,413
Wider	£14,422
Total	£107,854
Allocation	£108,160