



## 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.

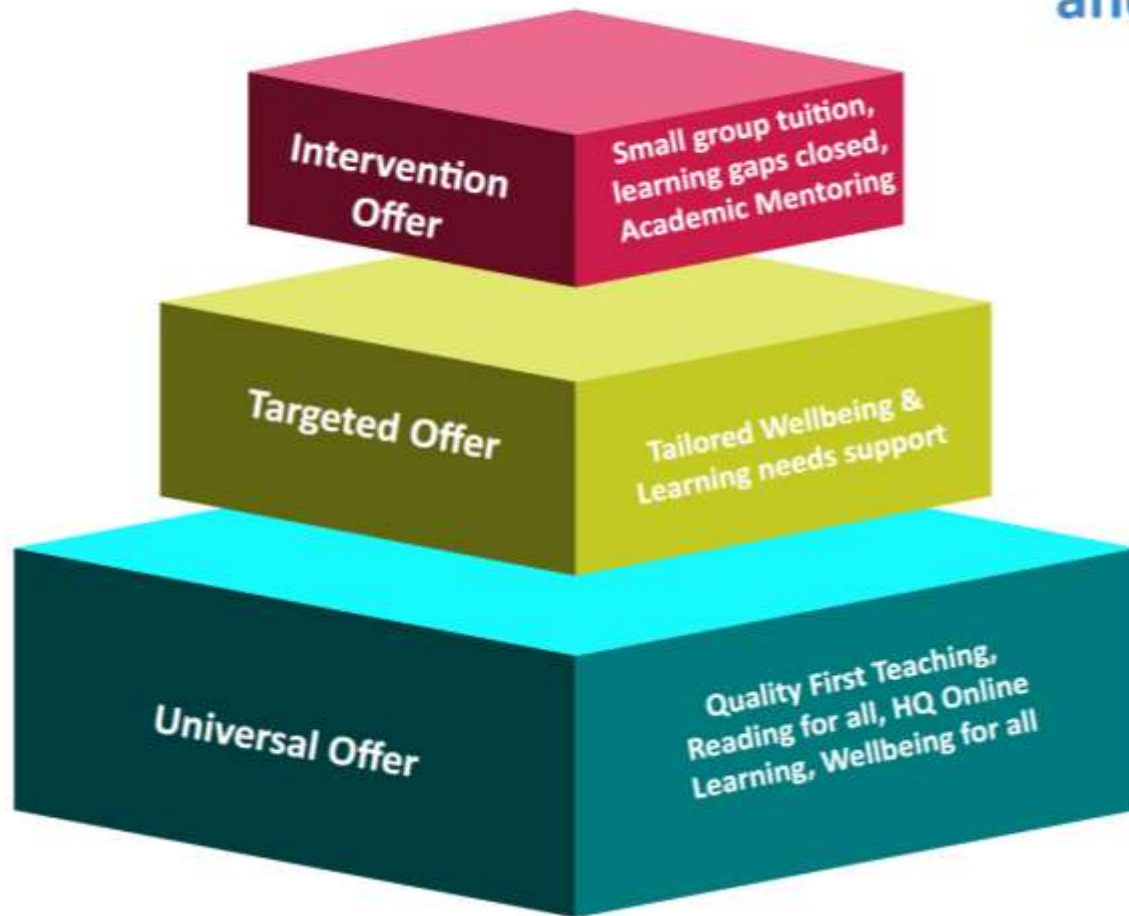
### **Remote education**

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:

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## **1 Universal Offer**

- High-Quality teaching for all
- Remote learning for all where needed
- Focus on professional development to meet the needs of learners in changing circumstances
- 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

## **2 Targeted Offer**

- Planning for pupils with Special Educational Needs and Disabilities (SEND)
- Wellbeing provision heightened with identification of students in need improved
- PROUD sessions reviewed to respond to identified needs within year groups

## **3 Intervention Offer**

- Effective diagnostic assessment
- Remote learning resources tailored for need
- Targeted academic support in response to student needs
- High-quality one to one and small group tuition
- Teaching Assistants and targeted support

## Catch-up Premium Plan KS3 & KS4

School	Clacton County High School	Allocated Funding (Catch-up)	£
Number on Roll (total)	<b>1438</b>	Allocated funding (National Tutoring Programme)	<b>£118,000</b>
% Pupil premium eligible students	<b>452</b>	Number in Sixth form	<b>290</b>

**Issues identified from September 2020 as barriers (B) to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)**

B1: Literacy skills (reading ages are in line national average for the majority of students in each year group but tutor reading has not been taking place to the full extent since March 2020). Literacy skills identified as key driver for student catch-up and curriculum access development

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 (survey Aut. 2020 suggests 75% access across year groups)

B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment)

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, mental health 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 not considered

B15: Gap in Cultural Capital opportunities identified due to restrictions in place and isolation of Clacton geographically

Universal Offer: Teaching and Learning Whole School Strategies			CCHS View ONLY		
Year Group	Action	Intended outcome	Staff lead	RAG	Cost
7,8,9,10 & 11	B1: Develop further the whole school reading strategy.	Literacy skills improved across the school.	SDU		£5000
7,8	B1: Book swap boxes and tutor reading books, to include BAME authors, deployed. Reading set as part of English and other subjects HW offer. <b>Jan 21 – book boxes in the rooms used for Critical Worker &amp; Vulnerable (CWV) groups</b>	More students reading for pleasure and thus exposed to a greater number of words and challenging texts, developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	SDU	A	£1000
7,8	B1: Guided reading used at start of P4 daily across all subject areas	Comprehension and other literacy skills improved.	SDU	G	£3,208.50
7,8	B1: Audiobooks created and used as part of tutor activities weekly. Book choices (Wonder, Ghost Child) support diversity and BAME topics.	Students are able to listen to the correct pronunciation and follow via board projection the story weekly to develop a love of reading and discussion on these topics.	SDU		£500
7,8,9,10 & 11	B1: Purchase of E-readers to support student access to wider range of online books. <b>Jan 21 – Access to online reading resources made available free to the students</b>	Identified students provided with great reading access that can be used at home / for independent learning access.	SDU		£3000
7,8,9,10 & 11	B2: Curriculum schemes updated to accommodate identified knowledge gaps.	All students access their full curriculum.	DoLs	G	£
10,11	B2: Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined.	Lesson-by-lesson approach ensures content is delivered in time while being able to assess along the way.	DoLs		£
9,10 & 11	B2: All KS4 teachers trained in their exam specifications e.g. webinars.	All teachers aware of changes and subsequently no further gaps appear or no time wasted on content that has been removed.	DoLs		£1000
7,8,9,10 & 11	B2 & B5: Focus on sequencing of the curriculum and cycles of plan, do, review to track and monitor gaps and determine intervention needs.	All students access their full curriculum and no one is left behind.	DoLs		£

7,8,9,10, & 11	B3: Continue to promote regular use, through setting of homework and remote/blending learning, of Show my homework / Google Classrooms. Improve with purchase of App.	Students prepared and well versed in using these online platforms in preparation for a further lockdown.	LRE		£1500
9,10,11	B3: Continue to promote regular use of Seneca learning / other learning platforms.	Students prepared and well versed in using these online platforms in preparation for a further lockdown.	DoLs		£
9,10,11	B3: Use of ExamPro across all AQA subjects to support students at home and staff planning to help plug specific gaps.	Students well practised with exam style questions and able to access these at home.	DoLs		£2500
11&13	B3: Smart Revise - Computer Science support	Online platform used for independent learning (home learning) and within classes as plenary. High uptake of student engagement seen since introductions. Possibility to extend to additional year groups if further funding is available.	JBU		£308.14
7,8,9,10 & 11	B3 & B7: Online learning / home learning available for students that are unable to attend school due to Covid restrictions that closely mirrors what is being taught in the classroom.	To ensure no student falls behind from September 2020.	DoLs		£0
7,8,9,10 & 11	B5 & B7: Teachers provided with training for AFL strategies in "new normal".	Gaps and misconceptions in learning addressed in real time and shapes lesson planning going forward.	LRE		£
7,8,9,10 & 11	B4: Ensure all students in all years have a computer and access to the internet at home. Use of online tutoring (A21) for students who have struggled to return since lockdown. Jan 21 – questionnaire to students to identify those with computer and internet access issues. Chromebooks and dongles loaned.	All students able to engage with remote/blended learning. Academy 21 access for identified students/bespoke 1:1 tutoring Purchase of 16 Chromebooks HBA for inclusion Hub. Jan 21 - Additional 104 Chromebooks from DfE, shortage of dongles	AKI	Jan 21 – approx.. 250 loaned devices	£25000
8,9,10 & 11	B5: Assessments used to identify knowledge gaps as a result of lockdown.	Assessment data provides feedback for students and shapes lesson planning going forward.	DoLs		£5000

10 & 11	B5: Purchase revision guides for all students in all exam subjects to ensure independent work can be completed at home and gaps in knowledge addressed.	Engagement in independent learning improves and leads to improved progress and attainment seen between mock exam windows in Dec/March.	CTA	G	£4789.60
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 students' classroom teaching. <b>Jan 21 – More able remote learning masterclass sessions trust wide after school put in place</b>	Plugs gaps in subject knowledge and prepares students for their examinations.	AMR		£4000
7,8,9,10 & 11	B5: Purchase of whiteboards and whiteboard pens to support AFL delivery in classrooms.	Show me boards support learning by addressing misconceptions and allowing tailoring of lessons in real time.	KLO	G	£2182.27
10 & 11	B5: Make provision for timetabled intervention for students identified	Students receive intervention specific for them and make improvements in that subject	AMR		£1000
10 & 11	B5: No students to miss learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge.	No lesson time taken for additional reasons. Emphasis on QTF in classrooms (intervention as additional)	KLO		£
10 & 11	B5 & B10: Provide assemblies to students to ensure the message "every lesson (or learning opportunity) counts".	Students attendance and engagement in lessons and remote/blending learning high.	KLO	G	£
7,8,9,10 & 11	B7: Adaption and training provided of T&L strategies to allow for effective learning in the 'new-normal' classroom.	Evidence based strategies are supporting students' learning potential in knowing and remembering more.	LRE		£
10 & 11	B7: Live lessons delivery by staff that are self isolating due to Covid restrictions to classes based within school (supported by the cover teacher).	Gaps in student learning due to teacher absence reduced and benefits of face-to-face learning seen in levels of engagement and progress.	DoLs		£0
7,8,9,10 & 11	B7 & B14: Purchase where necessary and use visualisers in classrooms to support quality first teaching.	Engagement and learning improve and reduce the reliance of printed resources.	CTA		£1000



7,8,9,10 & 11	B10: Close monitoring of attendance across school. Attendance officer calling home for identified students. Clear records outlining students that are self-isolating. Attendance support provided for students that are struggling to attend school regularly.	Whole attendance school is good.	PGR		£2000
7,8,9,10 & 11	B11: Use tutor time/assemblies to communicate clearly structure, routines and any changes that are required in the ongoing situation.	New daily structure and routines embedded effectively across the school community and student learning not disrupted.	CTA		£0
7,8,9,10 & 11	B12: PROUD curriculum delivered to support anxiety and mental health issues around lockdown.	Students feel supported and willing to discuss openly anxiety and mental health.	STA/ACO		£
7,8,9,10 & 11	B13: Extended parental engagement - Virtual meetings of the parental engagement group that were run last year to be investigated (pastoral team) Assemblies shared and “How to help your child revise” videos. <i>Jan 21 - School Cloud virtual parents evening up and running</i>	Parents feel in touch and included in their child’s learning.	AKI		£1500
7,8,9,10 & 11	B15: Cultural Capital Gap - Cultural shorts - presentations on culturally interesting aspects available online as part of Tutor programme. <i>Jan 21 – cultural capital shorts included in daily registration for remote learning</i>	Closing the cultural capital gap across all students.	LRE		£0
<b>Total Cost Allocation cost from Catch-up fund</b>		£62,988.51			

Targeted and Intervention Offers			CCHS View ONLY		
Year Group	Action	Intended outcome	Staff lead	RAG	Cost
7	B1 & B9: WRAT assessments for all Yr7 students.  Jan 21 - look into online assessment tool to help identify gaps if lockdown extended to Easter	Identify students to allow appropriate support programmes to be put in place.	HBA		£1000
8,9,10 & 11	B1, B5 & B6: Identified students within year groups to be WRAT tested.	Identify gaps and provide the intervention needed.	HBA		£1000
10	B1 & B5: Extra year 10 English group created to allow smaller group sizes.	Student engagement and outcomes increase.	KLO		£7,920
7,8,9	B1 & B5: CIC Support in literacy and numeracy using teaching staff afterschool. Jan 21 – this has moved to remote	Gaps in literacy and numeracy for CIC children closed.	STA		£10000
7,8,9,10 & 11	B5: Use of NTP to support identified students across all year groups with a focus on core subjects. Jan 21 – NTP link with iAspire to support more vulnerable students in the home Feb 21 – Teach First Academic Mentor due to start and will deliver after school remote learning mentoring to targeted students	Aim to reduce learning gaps in identified individuals. Academic mentoring (Teach First) and tutoring (iAspire)			£9000 £10000
11	B5, B6, B8 & B12: Elevate to deliver a targeted virtual session on how to manage and prepare effectively for exams. Jan 21 - Parent sessions to support child at home with remote learning	Students prepared and ready for mock and actual exams.	CTA		£4000
7	B6: Selected year 7 students with social and emotional needs to be included in the Stop Think Do program.	Support allows for greater academic progress.	HBA	A - started	£10000

7,8,9,10 & 11	B6: Home contacts that were created during lockdown are maintained by the SEND team and pastoral team for vulnerable and SEND students.	Provide support for these identified students and their families.	HBA/CLA		£
11	B8: Careers and further education information and guidance gap to be addressed through PROUD sessions (online careers platform) and SIGMA 6th virtual open evening and tasters.	Year 11 student engagement improves.	ACO		£2000
7,8,9,10 & 11	B10 & B11: CPD provided on TPP - Staff trained on how to manage students who are finding it difficult adjusting to the new school routines and structures.	Student behaviour, attendance and wellbeing improves.	HBA		£?
7,8,9,10 & 11	B12: Pastoral and safeguarding teams across all year groups to support students identified.	To provide students who struggle with engaging with counselling an outlet.	STA/CLA		£0
7,8,9,10 & 11	B12: Access to additional counselling support and student social workers.	Student wellbeing improves and students feel supported.	STA/JAL		£1500
<b>Total Cost Allocation cost from the catch up fund</b>		£52,920.00			

<b>Summary Catch-up Grant allocation</b>	
<b>Universal</b>	<b>£62,988.51</b>
<b>Targeted &amp; Intervention</b>	<b>£57,920.00</b>
<b>Total</b>	<b>£120,908.51</b>
<b>Allocation</b>	£118,000