

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

TIER 1 Teaching				
EEF Aspect	Action	Cost	Who	Outcome
High-quality teaching for all	<p>Quality First teaching: Teachers are working collaboratively to improve and develop our adapted, carefully sequenced, ambitious curriculum for all year groups. This provision allows each student to review, revisit, learn and expand their knowledge and skills progressively. Curriculum intent, LTP and MTP have been revisited to ensure all students are able to successfully transition back into school following a prolonged period of time away. A review or remote learning will take place weekly to determine its success. Teachers to continue with development of technology through weekly staff training.</p> <p>Continuous CPL: Teachers are continuously developing their knowledge of retrieval practice and assessment and are constructing high level multiple choice low stakes quizzes to enable students to retain the knowledge. Disadvantaged students' books will be read first and 2:1 question plus first feedback will be given. Continuous CPL for all teachers and support staff to ensure we are challenging all learners but also we are achieving high levels of engagement. We have focused on 4 areas where staff will continue to develop their teaching practice: recall and retrieval; questioning, modelling and explanation and quality feedback.</p> <p>KS4 – extended curriculum time in Core subjects and additional period to the school day.</p> <p>'Live' lessons in NA6 have a buddy system so teachers and discuss what worked well within the lesson and can</p>	<p>SLT, subject leader time, Additional texts and resources £5000 curriculum budget £1000 subject knowledge enhancement courses £1000 EYC courses</p>	SLT / ML / All Teachers	<p>All students are engaged and enthused to learn, staff are equally enthusiastic and engaged about making the learning connected and enjoyable for all. Students make good progress through the lessons and sequences of learning designed to challenge. Students will interact with range of assessment strategies so teachers can understand their strengths and areas of development. Teachers will continuously develop teaching and learning strategies to enhance remote learning provision.</p>

	<p>build on suggested teaching strategies to enhance learning on Microsoft Teams.</p> <p>Department Development Time: Teachers are purely focused on curriculum development and additional time has been allocated to DDT to allow them to collaboratively plan for high challenging sequences of learning across all year groups.</p> <p>A whole school focus on oracy: to improve every student's ability to articulate in a variety of situations. 'Live' Crew sessions weekly to maintain contact between teacher and student.</p>			
Effective diagnostic assessment	<p>KIC All departments 'KIC' start every lesson with a short review and reflection of previous learning as this is paramount in improving student's outcomes. The 'K' component ensures students are recalling in depth powerful knowledge that is required to be built up and linked with new and upcoming knowledge. The K also ensures students are actively retrieving, and embedding this knowledge into their long-term memory which frees up the working memory to learn new knowledge/skills and reduces cognitive overload. The 'I' component allows students to improve their metacognitive regulation and reflect back on how well they feel they learnt and executed previous learning. This then gives the teacher valuable information to inform future planning. Finally, the 'C' component stretches students to think deeper and create a question to quiz their team mates based on previously learnt topics.</p> <p>AFL Staff have revisited and explored a variety of AFL strategies such as mini whiteboards and questioning techniques which are imperative in checking learning and identifying</p>	Whiteboard and Pens for every student inside their learning pack. £2000 Visualizers £3000 Twilight Time (CPD)	All Teachers	<p>KIC Routines are established and students are becoming increasingly self-regulated learners, as they are independent in 'KIC' starting their own learning. Carefully thought out questions are then posed and answers are built upon when bounced around the classroom. Students are becoming increasingly confident in articulating their knowledge and reflections while monitoring their own learning.</p> <p>AFL Teachers are using a variety of questioning techniques to diagnostically assess students understanding. An increased number of teachers are using the mini whiteboard consistently throughout lessons to ensure 100% participation and to pose carefully and sophisticatedly thought out questions which draw out misconceptions. When misconceptions or gaps in learning arise, teachers react immediately unpicking and rectifying misconceptions before moving onto the next component of learning.</p> <p>Modelling Visualizer have allowed teachers to show all students WAGOLL's, meaning</p>

	<p>misconceptions especially in the current climate where teachers can't circulate the classroom.</p> <p>Modelling Every teacher has access to a visualizer which allows them to model worked examples to students while articulating their thought process. As students may not understand this the first time, it allows teachers to model and present alternative strategies instantaneously. Visualisers make it easier to make live adjustments but also pitch the lesson at the right level based on AFL.</p>			<p>they can give quick group feedback. It has ensured high expectations are maintained, but crucially kept expectations realistic as the students understand they are achievable, which is therefore boosting their motivation and confidence. Students work is also being shown under the visualizer to live mark during the lesson or to give whole class feedback the following lesson.</p>
Supporting remote learning	<p>Engagement Strategy: Pastoral Leaders have formed a list of students who do not have appropriate technology and we have managed to allocate 91 laptops and 6 dongles to priority students. All teachers are tracking levels of engagement by logging mini quiz scores and application tasks. We carefully monitor and track all students and ensure our vulnerable learners have access to our on-site provision and online resources are carefully scaffolded. Pastoral Leaders have contacted home to monitor levels of engagement and are making contact home if a student is not engaging with their remote learning. Tracking engagement is also regularly monitored as a whole school approach. We are monitoring how many minutes students are engaging in their remote learning. Achievement Leaders are also contacting students who have not improved after initial contact. Class teachers will now contact students directly if they fall below the required submissions within a week.</p> <p>ICT/Technology support: Teachers and students have also had regular ICT support sharing videos and 'live'</p>	Visualisers to enhance modelling. £3000	SLT/ML/ All teachers	<p>All learners have access and are completing our remote provision. Teachers are planning effective modelling to feedback to students in all year groups. Teachers will use visualisers/audio and video to support the articulation of the step-by-step approach to develop metacognition and develop understanding of the structure and content of responses.</p>

	<p>sessions to support their developing use of technology so they can continue to submit work.</p> <p>The 5 Golden Threads T+L strategy is being utilised at home. Teachers are teaching via pre-recorded videos/audio over PowerPoint whilst utilising visualisers to model effective responses.</p> <p>Continuous CPL weekly – ‘Show and Shine’ – Great Practice shared on ‘live’ team meetings. Additional webinars and courses are being taken to ensure the provision is of the highest quality. SLT attending department meetings to support planning for sequenced learning.</p>			
<p>Focusing on professional development</p>	<p>Professional development is identified through learning walks and staff voice to meet the needs of all staff and therefore the needs of students. Time is then provided to undertake professional learning on the such strategies that are outlined above in AFL.</p> <p>Research informs all professional development and is at the forefront in ensuring first quality teaching experiences within the classroom. A teacher toolkit for each pedagogical strategy has been created. This comprises of research, further reading, strategies, staff and student feedback and finally reflection space to work individually or in DDT.</p> <p>All staff are linked the to the National College CPD which allows them to undertake unlimited CPD in the areas they wish to focus on.</p> <p>A Teaching and Learning newsletter is created twice a half term to ensure which focuses on key teaching and learning agendas such as spaced retrieval. This feeds into DDT and enforces key strategies to embed.</p>	<p>National College subscription £1000</p>		

TIER 2 Targeted Academic Support				
EEF Aspect	Action	Cost	Who	Outcome
High-quality academic tutoring, small group tuition and increased curriculum time	Introduction of 1-1 evening tutoring for English, Maths and Science.	£20,000	SBR / JWO/ RPA	The outcome for all of these initiatives will be to ensure improved academic success in line with (or exceeding) expected performance for students.
	Introduction of breakfast study to support students in key subjects every day of the week.	£6000	SBR / RPA / HCO / HLA / ESM / LMO / CWL / JWO	
	Introduction of 'period 7' – an additional lesson in the timetable to provide additional time for subject areas to catch-up for time lost during lockdown.	No cost (Manipulation of timetable)	SBR / Teachers of Y11	
Teaching Assistants and targeted support	<p>Effective TA deployment: We have effectively deployed Teaching Assistants supporting the on-site rota and are TT to provide 1:1 support. The SENCO has designed a TT where all students who require additional support will continue to have this provision in school. This includes: supporting with access to Teams, support with scaffolding; additional reading provision and well-being/connectivity with others on-site.</p> <p>1:1 contact – TA support. TAs have also been provided with a contact list to support the well-being of students. They can also support them with their remote learning where necessary. Regular monitoring is taking place on a day to day contact for some vulnerable students to ascertain whether they are managing with the work or whether they need to be supported with on-site provision.</p> <p>Bedrock vocabulary programme has been assigned to Year 7/8 LAPs to support with closing the vocabulary gap. Small group intervention allocated for specific students in year 7 and 8.</p> <p>Adapted curriculum focusing on self-regulation, social awareness and life</p>	£500 ASDAN qualifications Additional entry per student £650	Teaching Assistants/SENCO	Students are supported in their learning, enjoy attending school and are confident when completing their work.

	skills is being mapped across the 5 year curriculum.			
Planning for pupils with Special Educational Needs and Disabilities (SEND)	<p>Reading aloud: Teachers are providing mini-quizzes through Microsoft Forms – this allows the student to listen to the question being read aloud; this supporting those students who usually have a reader in class. Teachers are also reading aloud any longer extracts to allow students to access them. Where copyright allows, texts are also being read aloud by their class teacher. The Inclusion team have a contact list to support students and to have personalised submit with their work but also well-being conversations. Student progress.</p> <p>Daily contact/Weekly contact: All students will receive a telephone call and a check-in for their well-being</p> <p>Care Assistants have weekly contact with students.</p>		SENCO/Care Assistants/All Teachers	

TIER 3 Wider Strategies				
EEF Aspect	Action	Cost	Who	Outcome
Supporting pupils' social, emotional and behavioural needs	Additional needs of students were increased by COVID in terms of mental well-being, bereavement and emotional support. The academy also had to devise a system for managing suspecting COVID cases in school. This is known as COVID on-call and placed higher demands on the Pastoral Leaders. An additional Pastoral Leader post was created to allow the academy to have a Pastoral Leader per year group and absorb any extra responsibilities that were generated as a result of COVID.	£24,000 per annum	ARA	Pastoral Leader appointed in October 2020.
Planning carefully for adopting a Social and Emotional Learning curriculum	<ul style="list-style-type: none"> -PSHE curriculum designed to include a back to school unit that tackled the impact and effects of COVID-19 and how we move forward -Revised PSHE curriculum plan to include social and emotional learning -Pupil well-being newsletter 	£250	ADA/AL/Crew leaders	Students have an increased awareness of the impact of COVID-19 and Lockdown on mental health, they have increased support and knowledge of how to support mental health.

	<p>-Assemblies adapted to ensure emotional support</p> <p>-Use of external agency 'Sexplain' to deliver sessions on sexual health, healthy relationships and abuse to support social curriculum.</p>			
Communicating with and supporting parents	Continue to provide effective communication to parents through sending of emails and letters. An additional resource will be allocated in terms of admin time to ensure timely communication with all stakeholders.	Administration time: £1000	LCO	Communication has remained regular, clear and effective. As a result, parents report they are clear on the developments the Academy are making and are fully aware of its strategies to overcome the challenges presented.
Supporting parents with pupils of different ages	There are some incidences where families with multiple children across different age groups have not had access to electronic devices. We have issued a number of laptop devices in an attempt to support these families.	Additional devices purchased: 3 laptops: £1,752	LCO	Families now have improved access to remote learning