



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 head teachers 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 2
- 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.

Oakfield Lodge Catch-up Premium Plan KS3 & KS4

School	Oakfield Lodge School	Allocated funding (Catch-Up)	£10,800
Number on Roll (total)	36	Allocated funding (National Tutoring Programme)	TBC
% Pupil Premium eligible pupils	29 students 80.5%		

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)
B1: Literacy skills (reading ages are below national average in all year groups and form time reading has not been taking place to the full extent since March 2020)
B2: Gaps in curriculum as identified by each subject lead
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
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, guidance and work experience
B9: Maintaining a high attendance % for all students is a priority
B10: Wellbeing: Students adjusting to the new school routines and structures
B11: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
B12: Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B13: Ensuring all staff are confident in their use of Google Classroom

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
8, 9, 10 &11	B1: Purchase additional form time reading book sets to broaden the menu of books available	The book sets purchased will include BAME authors (Black, Asian and minority ethnic) to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	TBC
8,9,10 &11	B1: Purchase/renew REN learn subscription	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having	Already purchased until 2022-2023
8,9,10 &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	Photocopying costs £700
8,9,10 &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
8,9,10 &11	B2: Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way. Learning walks will continue to monitor the pace of lessons.	£0
8,9,10 &11	B5: Intervention to be bespoke and open to all where there is a need.	Intervention should plug gaps in subject knowledge and prepare students for their examinations (mocks and summer exams)	£4,500

8,9,10 &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	£0 for LA allocated laptops
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	£394.68
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	TBD with Exam officer and TBC
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 via Google Classroom will improve the independence of our students as well as support progress when it comes to key assessment points	£0
8,9,10 &11	B7: Staff to look into Rosenshine & TLAC (Teach like a champion) 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
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
	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
	B13: Ensuring all staff are confident in their use of Google Classroom by accessing the free of advice, resources and skills available through Ed Tech	Schools to benefit from the plethora of advice, resources and skills available through EdTech in order to, be more confident, more skilled and more supported to embrace	£0

		IT into your everyday teaching and learning with your pupils.	
			Total Cost 5,594.68

Targeted Strategies

Year Group	Actions	Intended impact	Cost
8, 9, 10 &11	B1: Look to purchase myOn to support all students with their literacy levels	Improve the literacy levels and vocabulary of our students	£1500
8, 9, 10 &11	B6: Small group tuition for students 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	Already covered by JW
11	B5: Deliver a full program of revision techniques during P5 'Study sessions'. Purchase resources to support the delivery of these sessions, such as index cards, coloured pens, folders etc.	Teaching revision techniques is a helpful way of preparing students for their mock and summer exams. If students have their own, bespoke revision resources, they will have more motivation to revise away from school.	£26.47 Second lockdown
8,9,10 &11	B5: Hegarty maths subscription (homework catch up). Re-subscribe to My maths.	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 (on trial period at the moment so not purchased as yet) £205 My maths

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	An option but currently not suitable for our setting.
10 &11	B5: Staff to deliver an Easter School 2021 with a focus on intense revision for GCSE groups	Teaching extra revision lessons during the holidays will add additional time to ensure all of the subject content is covered/revised before summer exams. Staffing to be confirmed	Numbers TBC Lockdown Dependent
Total Cost			2331.47

Wider Strategies

Year Group	Actions	Intended impact	Cost
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	TBC From January 2021 to support food tech learning Average £270 for 6 weeks
8,9,10 &11	B11: Pay for extra hours of counselling time from Vyson Gary-possibly	Having additional counsellors or the provision will allow for more students 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.	Already funded
8,9,10 &11	B3: Ensure that the Google Classroom on-line 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, My Maths, Hegarty Maths and Google Classroom is key here.	£0

	B8: Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time.	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	Supported by NEET funding
	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	£0
	B11: Attitudinal survey to look at pupil attitudes to school to enable early intervention (PASS)	To identify students who would benefit from a re-engagement programme for their learning	£100 but not purchased as yet.
	B12: Art therapy to provide outlet for students who find verbalising ideas difficult	To provide students who struggle with engaging with counselling an outlet	Art packs £32.18
	Maths scientific calculators		£241.16
	Work pack postage		£266.60
		Total Cost	909.94

Summary Catch-Up Grant allocation	
Strategy	Cost
Teaching and Whole School	5,594.68
Targeted	2,331.47
Wider	909.94
Total	8,836.09 (remaining 1,963.91)
Allocation	10,800.00

