



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. However the guidance has changed and as such may not meet the needs of our students. This will be reviewed regularly as guidance and feedback of the effectiveness is collated for Year 11 students.

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 based on 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

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this catch-up premium will be reviewed at every Resources meeting throughout the 2020-2021 academic year. When Ofsted recommence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.



Catch-up Premium Strategy

Academy	Sir John Hunt CSC	Allocated funding (Catch-Up)	£57,520 + £12,321
Number on roll (total)	719 (Year 7 – 11)	Allocated funding (National Tutoring Programme)	Not known yet
% Pupil Premium eligible pupils	347 (48%)	Number in sixth form	110
Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)			
B1: Literacy skills (tutor reading programme was due to launch in Easter 2020 and had to be postponed until September)			
B2: Gaps in curriculum as identified by each Curriculum Team			
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 baseline assessment in Term 1)			
B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period			

Sir John Hunt



B7: Understanding T&L strategies within the 'new normal' way of teaching
B8: Gaps in 'careers and further education' advice and guidance
B9: Maintaining a high attendance % for all students is a priority
B10: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
B11: Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B12: Ensuring students are engaged and motivated to learn
B13: Providing ongoing CIAG to KS4/5 students around options and Post-16/18 destinations and application support
B14: Securing alternative courses for those unable to attend planned (L2 Maths/English) courses in school due to vulnerable family members



Teaching and Whole School Strategies					
Year Group	Specific Actions	Success Criteria	Evaluation	Cost	Impact
7 - 13	B5: Baseline assessments and September PPEs	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom	To Follow	£1000 Printing and Data input	
11	B2: Accelerated progress to be planned 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	To Follow	Time	
11	B5: Period 7 to be run as part of timetabled school day for year 11 and to be delivered by subject specialists.	Year 11 students have an additional hour per day to fill gaps in knowledge as identified by curriculum teams	To Follow	£6,153 (0.15 FTE Teaching time)	



11	B5: Gained time to be delivered by specialist teachers (9 lessons per week) with a focus on core.	Impact to be tracked against PPE results.	To Follow	£13,500 (0.3 FTE teacher)	
11	B5: AM registration intervention sessions to be delivered by specialist teachers for all option subjects on a rota basis	Impact to be tracked against PPE results.	To Follow	Nil	
10 11	B5: Purchase revision guides for all students in all subjects to ensure independent work can be completed at home	Improved attainment and progress scores between September, November and March PPEs in Year 11	To Follow	£4,200 (£2 per guide)	
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	To Follow	CPD time	



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 (PPEs). 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.	To Follow	£5,000	
7 8 9 10 11 12 13	B5 B6 B11: Monitor engagement with remote education via regular contact home. Partial redeployment of Learning Mentors and HLTAs to monitor and contact home and monitor the	Engagement with remote education (if necessary) will ensure students are not increasing the number of gaps in knowledge and skills.	To Follow	£ 2,850 (2 hours per day of staff time)	



	engagement of students who are self-isolating.				
7 8 9 10 11 12 13	B9: Introduction of morning registration on Google classroom. Chasing tests sent to all non-attendees	100% of students engaged with learning	To Follow	£500 (collation of GC results & Text costs)	
7 8 9 10 11 12 13	B4: Ensure all students can access remote education at home – with support provided in the form of laptops and/or routers as required	Ability to engage with remote education (if necessary) will ensure students are not increasing the number of gaps in knowledge and skills.	To Follow	£1,975 (DfE allocation – IT tech time @ 1 hr per device)	
7 8 9 10 11 12 13	B7: Purchase visualisers to support staff when walking around the classroom is limited	This will support high quality T&L as these will enable staff to model from the front	To Follow	£3,500	
7 8 9 10 11 12 13	B7: Sharing of best practice through DDI discussions and CPD linked to lesson phases	The most effective classroom practice is shared and student learning is optimised.	To Follow	CPD time	



<p>7 8 9 10 11 12 13</p>	<p>B7: Purchase stationary packs including green pens for all students as part of equipment packs to support the fact that staff are no longer able to provide from their classrooms</p>	<p>Students can act upon feedback as per the feedback policy</p>	<p>To Follow</p>	<p>£1,766</p>	
<p>7 8 9 10 11 12 13</p>	<p>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.</p>	<p>Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and QLA produced after assessments will help leaders target specific subject knowledge students are not yet secure in.</p>	<p>To Follow</p>	<p>Time</p>	
<p>Total Cost Allocated cost from catch up Grant</p>					<p>£40,498</p>



Targeted Strategies					
Year Group	Specific Actions	Success Criteria	Evaluation	Cost	Impact
11	B5: Deliver a full program of revision techniques during drop down days.	Teaching revision techniques is a helpful way of preparing students for their PPE and summer exams.	To Follow	Staff Time	
11	B5: Practical catch up days for subjects where controlled assessment tasks are not able to be completed at home (Music/Art/iMedia/Design & Technology)	Impact to be tracked against controlled assessment results One catch-up per 6 weeks.	To Follow	£3,960 (Supply)	
7 8 11	B1: Purchase Bedrock learning for targeted students to support with their literacy levels	Improve the literacy and vocabulary of our students.	To Follow	£400 subscription	
11	B12: High Impact Group created for students who require mentoring	Students are motivated to achieve the best that they can	To Follow	Time	



12-14	B14: Set up and secure alternative L2 Maths and/or English courses for 3 students at Post-16 unable to attend school sessions due to highly vulnerable family members.	Ensure vulnerable students are not impacted by lost learning / need to protect family members	To Follow	£2,500	
7 8 9 10 11 12 13	B4, B7, B12: Undertaking Edtech QA of Remoter Learning Processes by DHSB	Ensure we are exceeding expectations for Remote Learning	Respond to EdTech findings & Report	Time	
Total Cost Allocated cost from catch up Grant					£6,860



Wider Strategies					
Year Group	Specific Actions	Success Criteria	Evaluation	Cost	Impact
7 8 9 10 11 12 13	B3 B11: Purchase of Salamander to link Google Classroom with SIMS. This will also allow parents to access Google Classroom.	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years.	To Follow	£1,679 (Subscription) £3,500 (Staff additional hours - Teacher & IT Tech)	
11	B8: Ensure all Year 11s benefit from a 1:1 careers interview	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	To Follow	£2,750	
10 11	B10 B11 B12: Programme of engagement and motivation activities for year 10 and 11 students to include: <ul style="list-style-type: none"> • Attendance • Motivation • Aspirations • Career planning 	Students are motivated to achieve the best they possibly can.	To Follow	£6,500	



11 13	B8 B11 B13 B14: Transition programme in place for Yr 11 – 6thform / FE / App and for Yr 13 – HE / App/ Next steps	Full engagement with students and parents to reassure and have clear plans moving forward	To Follow	Time	
7 8 9 10 11	B8: Lunchtime careers drop ins established within year group areas to allow students access to the Careers Coordinator	Students have the opportunity to discuss career plans at a time when they are unable to access the digital careers library	To Follow	£1,520 (2 hrs per week)	
7 8 9 10 11 12 13	B10: Access to student counselling provision for all students, allocated through the Pastoral team	Support the health and wellbeing of students during this difficult time	To Follow	Provision available through the Annual SLA	
Total Cost Allocated cost from catch up Grant					£15,949



Summary of Strategies and Contingent Plans

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£40,498
Targeted Strategies	£6,860
Wider Strategies	£15,949
Total	£63,307
Allocation	£69,841
Contingent balance for ad-hoc provision	£6,534