

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.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Put simply: schools know their children and their communities best – none are the same and pupils and communities will have been affected in different ways. Leaders know their schools and their children and they know how to help them.

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:

- 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.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- 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.
- • 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***:

A: Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

B: 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)

C: 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

Total Catch up funding available: £15,706

Issues identified as barriers to learning; curriculum gaps, attendance, wellbeing (from September 2020)		
Issue		How identified?
Gaps in reading knowledge that have widened between March and July 2020 (as identified through teacher assessment and mid-term formal and teacher assessments in Term 1), in particular phonics awareness in EYFS and KS1 and reading fluency in Y2.	1	Teacher and formal assessments
Gaps that have widened between March and July 2020 (as identified through assessment in Term 1), in particular reading comprehension skills in Y5 and Y6.	2	Teacher and formal assessments
Gaps in mathematical knowledge that have appeared between March and July 2020	3	Teacher and formal assessments

Objective	Issue addressed	Tier	Intended outcome	Time scale	Planned Cost
1. To try and close gaps for the most vulnerable pupils in Y1 and Y2	1	A & B	SL to cover Y1 class 2/3 afternoons per week so that MD can support 1:1 or small groups with reading fluency, phonics and maths in Y1 and Y2.	January 2021 – August 2021	£7,178.50
2. To try and close gaps for the most vulnerable pupils in Y5 and Y6.	9	A & B	SL to cover Y6 classes 2/3 afternoons per week so that SS and CL can support small groups with reading and maths in Y6 and Y5	January 2021 – August 2021	£7,178.50
3. To try and close gaps for most vulnerable pupils in maths in Y4		A & B	SF to support teacher in Y4 5 x afternoons a week	September 2020 – August 2021	£3,186.59
					£17,543.59