



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
- 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

Catch-up Premium Plan – Whole School

Academy	Shoreham Academy	Allocated funding (Catch-Up)	£89,820 + approx. £70,000 summer school
Number on roll (total)	1449	Allocated funding (National Tutoring Programme)	TBC
Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)			
<ul style="list-style-type: none"> • Clear gaps in students' knowledge and understanding in all subjects. There are different gaps dependant on circumstance; some pupils did not engage fully with the work set for students to complete at home throughout lockdown and a very small number of students did not engage with our Year 10 programme in June and July • Gaps in curriculum delivered identified by Directors of Studies due to school closure, certain elements were unable to be taught remotely • Understanding and identifying the gaps of the new year 7 intake without KS2 data 			

- Increase in Safeguarding and mental health concerns on return from lockdown
- A lack of structure and rigour during lockdown means we need to ensure students can focus on their learning for large periods of time. Activities such as completing extended writing will need to be addressed early on. This is made more difficult based on the classroom environment as teacher can no longer circulate making it hard to see where students are coasting in class
- New T&L strategies will need to be shared to ensure teachers are providing feedback and using effective AFL systems
- Lower attendance throughout September than at this point in previous years, attendance of pupils in the previous year has already created gaps in learning which could be extended by further attendance issues this year. Plans will need to be put into place to support pupils unable to attend school dues to COVID. Attendance is likely to be a concern for the rest of this academic year
- Homework – no homework was set during lockdown so getting students back into the habit of completing this to the right standard will be a priority

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Comments if Required March 2021/May 2021
KS3/4	Use of the United Learning Pupil Facing common curriculum to develop lessons for students who are Self Isolating of shielding	Students who are unable to be in school can still access the entire school curriculum using FireFly. Every lesson is available with appropriate resources and support. The impact of this will be students keeping up and not just catching up with subject knowledge.	Firefly continues to provide a provision for students that are self-isolating / shielding. 2 colleagues are responsible for this and work is set by departments to be completed.
Yrs 7-10	Delivery of a Whole School Reading Programme (Common Lit)	Students gain universal access to ambitious and appropriately pitched texts. The exposure to a high number	Being run as English reading homework separate to reading for pleasure

		of tier 1 and 2 words will support students' understanding and ability to learn more effectively across the curriculum.	Rolled out through English dept, set as homework and monitored by teacher – detentions set again for students not completing now students back in school
Yrs 7-9	Extend the use of Common Lit for students who are self isolating	Extend the use of Common Lit for those students who are self - isolating to include interactive reading sessions, guidance and support.	Adapted this to offer self isolating students in year 7 and 8 literacy sessions with literacy coordinator also self isolating
KS3/4	<p>Focus on Rosenshine & TLAC strategies leading to all students knowing more and remembering more of the common curriculum being taught</p> <p>Increased QA of all key stages to identify in school variation in T&L. Gaps identified by QA to be supported by closer scrutiny and direct one to one feedback to teachers.</p> <p>Nudge approach to developing T&L expertise. Due to pandemic and RA targeting approaches to (a) developing more sustained writing skills; (b) improving the quality of feedback by teachers to students, c) secure genuine collaboration between teacher and their respective TA to secure student progress.</p>	<p>Evidence-based strategies are supporting students' learning potential in:</p> <ul style="list-style-type: none"> - knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge. - Improved stamina for writing by all students. - Closing the gap between SEN and other groups of learners. 	<p>Continual drip feeding of this by:</p> <ul style="list-style-type: none"> - INSET CPD - Staff bulletin communication - T&L bulletin communication - ELT-CL meetings - Onne to one feedback following QA observations - Cluster INSETs - UL Cluster subject meetings
KS3/4	Sharing of best practice through trust-wide webinars which	Trust-wide webinars will give teachers access to the very best of what exists across the MAT. This will lead to the most	

	include a focus on curriculum, T&L, behaviour and pupil premium	effective classroom practice being shared and student learning optimised.	
KS3/4	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.	Catch up strategies just got going, when lock down started. Lacking data to track impact. Need to rethink methods to track impact and review programmes that aren’t having impact. Newly devised pro forma to be used with the NTP programmes to formalise process and use more widely for targeted support and wider strategies. UL return to school data used to identify new cohorts/track impact on old cohorts
10 & 11	Additional staffing in maths department to allow 6 classes in each band rather than 5	Split set 3 into two groups which is normally a mixture of foundation and higher in the same class allowing for teaching of topics relevant to the tier of entry	We would want to expand this next year down into KS3 to allow the set 3 classes to be split (where PA ranges from 103-80)
11	Effective revision – departments to create a topic list for every subject in preparation for the mocks and PPEs supporting students organise their revision and independent study	Build confidence All pupils and parents are clear what areas need to be prepared in advance of the exams	Produced for Mock 1. Now being produced for the assessments
11	Effective revision – effective strategies are shared early with students and parents and embed within the mentoring system. Staff are trained in methods so they can support in departments.	Students and parents are clear on the most effective revision strategies to use including how to use revision guides	Training was interrupted due to school closure. Most sessions have been done using VOP but external sessions like Maximise your Potential and Elevate have had to be cancelled

Targeted Strategies			
Year Group	Actions	Intended impact	Comments if Required March 2021/May 2021
KS3/4	Seneca Premium: Introduce Seneca as a strategy for students to use to supplement their independent study time Seneca embed into whole school teaching and learning plan with training for students, parents and teachers on how to use	Seneca used to close gaps in students' learning through independent use – targeted work set and tracked by teachers Seneca used by students who are not able to attend school due to COVID – matched to in-school curriculum	Introduced but not embedded and used consistently. Used more at KS4 than KS3 and stronger in some subjects than others
Yr 7 & 8	NGRT reading test (start & end of the academic year)	New Group Reading Test will identify students' current reading age and provide support about how best to improve this. School leaders will then provide catch up and intervention that focuses on reading age support. The end of academic year test will provide schools with an impact report and view improvements made and next steps.	Mid year reading age assessment needed for those receiving/in need of intervention. Mid year assessment complete. End of year NGRT timetabled
KS3/4	Appoint a PP and Cath-up intervention lead in English	Lead teacher to undertake targeted small group intervention with students in English addressing gaps in learning due to school closure.	Now in post, need to ensure consistent approach and intervening with the right students and addressing the right gaps.
KS3	1-1 / small group tutoring (NTP/Action Tutoring/In house underload Maths/English teachers)	Targeted support and catch up for specific students identified as having significant gaps in learning due to	Started in each year 7-9 in November. Monitor impact and

		extended school closure. This will focus on English and maths.	link with agencies to focusing on the right gaps NTP planned/running as follows: Yr7 Action Tutoring complete Yr8 Maths Fleet Tutors running Yr9 Maths Fleet Tutors running Yr9 English Fleet Tutors running Yr10 Maths to start in May with Action Tutoring Programme started in all years
KS3	Book Trust Bookbuzz scheme to give every KS3 student a book for Christmas	Develop a reading for pleasure across our KS3 students	Students asked to write review of book. Difficult to measure impact on reading for pleasure
KS3	After school Literacy catch up	Teaching and support staff at the school will provide targeted after school intervention using the UL quizzing platform and Seneca premium to support this.	To start after Easter. Book Buzz started on Mondays and Fridays for yr 7 and 8. In the library
KS3	Direct Instruction	Training has been delivered to staff at the school and students identified for the programme. Programme well understood by the trained staff and suitable resources in place to optimise impact of DI.	Was due to start after Christmas after problems with staffing, rooming, timetabling. Recommended after easter. Year 8 students due to complete by end of June 2021. Need to evaluate impact and decide whether to use 2021/22
KS3	Hegarty maths	Close and systematic tracking of 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.	Being used to target topics in a cyclical way to practice skills taught earlier in the year. Further QA is needed to ensure this is beneficial to those students that really need it

10	<p>Early intervention targeting students in year 10 with catch-up for maths and English</p> <p>Support and intervention for green option subjects – included in PSHCE day</p>	<p>Small group withdrawal targets student gaps in knowledge aiming to catch gaps targeting key knowledge and skills that are required before students can move on with other content</p> <p>To secure positive outcomes for green option</p>	<p>Maths sessions have been running for most of the year with English due to begin after Christmas however these have had to be online or in mini-school</p> <p>NTP - Yr10 Maths with Action Tutoring to start in May. Started</p>
11	<p>Additional taught sessions after school P7 classes introduced for all students in core subjects beginning in October</p>	<p>Additional hour of teaching in maths each week and an additional hour of teaching in English and Science every other week</p> <p>Additional time to be used to cover content required by students to close gaps in learning as identified through assessment</p>	<p>P7s run though Autumn Term. Now being used as prep for assessments</p>
11	<p>Additional targeted P7 sessions in other subjects to start by end of October</p>	<p>Additional time to be used to cover content required by students to close gaps in learning as identified through assessment</p>	<p>A number of additional subjects run targeted intervention in Autumn term – see above</p>
11	<p>PE intervention – withdrawal from PE for small groups of students to work on targeted gaps in knowledge in Science and Maths</p>	<p>Identified students work for a period of time (10 weeks) on gaps in knowledge in Science and Maths</p>	<p>During the spring term English sessions have been added</p>
11	<p>Revision books – pupils provided with the exam board workbooks in Maths and English that are based on their target grades (5, 7, 9)</p>	<p>Students have high quality resources to work through independently guided by teachers</p>	<p>Also providing all Yr10 PP studnets with revision guides and equipment for terminals and year 11 subjects</p>
11	<p>Targeted taught sessions taught throughout the 6 weeks holiday between year 10 and year 11</p>	<p>Working with PP students and those identified as being behind before and during lockdown. Groups of students to receive specialist teaching in small groups by Maths and English teachers looking at closing some of the gaps in knowledge from year 10.</p>	<p>Much success but attendance variable particularly with those kids where they really needed it</p>

6-7	1 week summer school for every new year 7 student – choice of 2 weeks	Extended induction to get to know students, familiarise with SA, activities to catch up literacy and numeracy. Hit the ground running in September	MS Forms gone to Yr 6 students, to get numbers. Staff and activities to follow

Wider Strategies			
Year Group	Actions	Intended impact	Comments if Required March 2021/June 2021
KS3 and 4	Attendance support: Breakfast Club	Members of support staff supporting students with homework, whilst also encouraging to be on time/attending school. Breakfast provided for students who arrive before 8.15am	Disrupted due to school closure – needs to be reviewed for impact Has been running during all term time
11	Early identification of priority carers meetings Ensure all pupils have had a careers meeting by December Follow up careers meetings in Spring and Summer with target students		Done
10	Careers meetings for year 10	All students in year 10 to have a careers meeting by the end of the year	Slightly behind but hoping to catch up, prioritising vulnerable/at risk students currently Started but disrupted by school closure
11	Weekly meeting with core to discuss pupils and look at what additional support is required	Each child is discussed and teams are informed of any wider issues that may need additional support or impact on T&L	Started but by disrupted by school closure

K3 and 4	Termly attendance rewards	Improve Attendance	Ensure rewards system does not penalise students self isolating/sheilding whilst also still being a reward for excellent attendance