

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

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
- Successful implementation in challenging times

3 Catch-up Premium Plan KS1, KS2 & KS3 Biggleswade Academy Allocated funding

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing):

- Gaps in curriculum as identified by each Progress Leader/Leader of Maths/Leader of English
- Readyng the school for further home learning needs (E.g. a second lockdown)
- Ensuring all pupils can access online learning at home if required
- Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
- Ensuring our SEND/CP students are making social, emotional and academic progress following the lockdown period
- Understanding T&L strategies within the 'new normal' way of teaching
- Understanding the ability of our Year 3 and Year 7 pupils without SATS data
- Maintaining a high attendance % for all pupils is a priority
- Wellbeing: Pupils adjusting to the new school routines and structures
- Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
- Ensuring parental engagement levels are maintained during the 'virtual meeting' era

- The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Pupils still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – pupils are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Pupils haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Pupils accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, pupils are less fluent in their reading and the gap between those children that read widely and those pupils who do not is now increasingly widened. The bottom 20% of readers have been disproportionately missing reading for during lockdown and this has impacted most evidently on inference and retrieval skills.</p>

Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that pupils are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Pupils have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
-----------------	--

ESFA Provisional Covid-19 Catch-up Premium Allocations - Academic Year 2020/2021			
	Total Provisional Grant £70,400.00		
		Provisional Allocations:	£ 17,600.00
		Autumn Term 2020 Payment	£ 23,469.60
		Spring Term 2021 Payment	£ 29,330.40
		Summer Term 2021 Payment	£ 70,400.00
Expenditure			
Year group	Area of development	Action	Cost
Reception	Missed basic skills in summer term whilst at preschool.	Additional day of class teacher to ensure all three classes have full time teachers - to support consistency and 'catch-up'	£ 7,987.59
Year 1	Social skills Behaviour of Learning skills delayed in identified pupils	Social skills/Phonics - additional 2.5 hours of teacher led focussed small group work each day. (2.11.20-31.12.20 in the first instance)	£ 1,678.05

Year 6	To provide greater catch up capacity across the Academy (see below)	Additional teacher with full time teaching timetable.	£41,334.83
All of the above also allows for below areas of development to take place			
Year group	Area of development	Action	Cost
Year 3	Missed phonics catch up	Phonics - Additional weekly teacher and LSA lead phonics small group	0
Year 5	Arithmetic skills	Vice Principal and TA to take a targeted group five times per week in Maths for Year 5.	0
Year 5	Inference, vocabulary and reading skills	Reading - additional two hours of teacher led focussed small group work/week (Reading for Fluency)	0
Year 6	Arithmetic skills	Associate Principal and TA to take a targeted group five times per week in Maths for Year 6.	0
Year 6	Inference, vocabulary and reading skills	Reading - additional three hours of teacher led focussed small group work/week (Reading for Fluency)	0
Year 7	Arithmetic skills	Additional two hours of Maths - teacher led focussed small group work/wk	0
Year 7	Inference, vocabulary and reading skills	Additional two hours of English teacher led small group work/wk	0
SENCo Safeguarding Lead	Pupil well being Vulnerable pupils SEN	Reduced teaching timetable to support vulnerable pupils. Reduced timetable to support increased mental health needs. Reduced timetable to provide focussed SEN support for teaching team.	0
Behaviour and Pastoral	To support mental health, school attendance and Behaviour for Learning across Y1-8	Creation of partial and behaviour for learning roving roles across Academy.	0

Support Worker x 2			
	Total spend to date		£ 51,000.47

December 2020 – Review data and consider how to make best use of £19,599.53 remaining