



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.

Specific points for key stages 4 and 5

The majority of pupils in year 10 and 11 are expected to continue to study their examination subjects...In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject...School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters.

Pupils in years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.



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



Newstead Wood School

Catch-up Premium Plan

School	Newstead Wood School	Allocated funding (Catch-Up)	£64,000
Number on roll (total)	1166	Allocated funding (National Tutoring Programme)	£0
% Pupil Premium eligible pupils	6%	Number in sixth form	370
Issues identified from September 2020 as barriers to learning:			
1. Literacy skills and reading ages are above national average in all year groups but have not progressed at the expected rate and wider reading has not been taking place to the full extent			
2. Gaps in curriculum as identified by each Head of Department			
3. Readyng the school for further home learning needs e.g. a second lockdown and periods of home learning for specific groups of students			
4. Gaps in knowledge that have appeared between March and July 2020 as identified through assessment in Term 1			
5. Understanding T&L strategies within the 'new normal' way of teaching, including development of online teaching			
6. Gaps in 'careers and further education' advice and guidance and support			
7. Understanding the ability of our new Year 7 intake without KS2 scores			
8. Understanding the ability of new Year 12 students who were awarded CAGs and had the impact of not sitting examinations			



9. Maintaining a high attendance % for all students is a priority

10. Wellbeing: Students adjusting to the new school routines and structures including specific needs of SEND students

11. Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

12. Ensuring our SEND students are making social, emotional and academic progress following the lockdown period

13. Clear gaps in students' knowledge and understanding in the core subjects of mathematics, English and science

14. Ensuring parental engagement levels are maintained during the 'virtual meeting' era

15. 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

16. Students' willingness and enthusiasm to contribute orally in lessons has reduced with open and ambiguous answers now often being provided

17. Maintaining the development of cultural capital and enrichment activities to complement the formal curriculum

18. Difficulties in teaching the Arts, STEM and Sports subjects in a COVID secure way

19. Students' ability to write for extended periods has been hampered and is particularly noticeable in English, Religious Studies and Humanities

20. Ensuring students are exam ready



Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
7	7 MidYis testing for all Year 7 students	Identify the ability of all students so as they can be set in CORE subjects in October 2020	£2500
7	7 The 'no more marking' assessments to be completed by all Year 7 students in English	These will provide another opportunity to identify the ability of our new Year 7 cohort with regards to literacy. This will inform the creation of sets in English in October 2020	£0
7, 8, 9, 10	1, 2, 4, 7, 13 Purchase 3x NGRT tests for all students in Years 7-10	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having	£1280
7, 8, 9, 10, 11	2, 4, 7, 13 Use of Hegarty, SPARX and MyMaths programmes for all students	These will enable us to monitor and track progress from home and in school and enable repeated practice for assessments or all students	£2000
7	7 CATS and Reading Test completed by all Year 7 students	These tests will enable us to identify ability of all year 7 students and make comparisons to previous cohorts performance	£0
7, 8, 9, 10, 11	5, 10, 14, Purchase of SMHW	Purchasing of SMHW app which is allowing parents and students to track set homework more effectively. This is leading to higher completion rates of the bespoke catch up homework being set as part of the planned curriculum recovery and facilitates communication from home	£2840
11, 19	5 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
11, 19	2 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	£0



10, 11	2, 3, 4 Purchase 14 more iMAC computers to create additional capacity for GCSE students	This will mean more students have access to computers during their lessons; particularly supports subjects where computers are necessary and different T&L Strategies are adopted - Music, Art	£28000
10, 11, 19	2 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	£0
7, 8, 9, 10, 11	5, 15 To train 10 more staff members to become T&L coaches	Considering the COVID situation, it is more essential than ever to offer staff coaching, particularly as they are working alone in classrooms rather than using staff bases. This will support staff morale and thus positively influence T&L	£1500
7, 8, 9, 10, 11	5, 15 To train 15 staff members to become Curriculum Inclusion leads	Considering the COVID situation, it is more essential than ever to ensure our curriculum is as inclusive as possible and all groups of students make exceptional progress and thus positively influence T&L	£2000
7, 8, 9, 10, 11	3, 5, 15, 18 Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely and students may be joining from home	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom) and to live stream lessons for groups of students working from home	£1000
7, 8, 9, 10, 11	4, 5 Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (mocks and ROA)	£0
7, 8, 9, 10, 11	4, 5 Focus on Rosenshine & TLAC 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
7, 8, 9, 10, 11	4, 5 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



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7, 8, 9, 10, 11	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.	£0
7, 8, 9, 10, 11	2, 3, 4, 5 Use of the United Learning Pupil Facing common curriculum	Students who are unable to be in school can still access the entire school curriculum through the UL hub. 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.	£0
7, 8, 9, 10, 11	1 Development of a whole school reading and use of library books	Students can continue to read for pleasure and library days can be maintained	£1500
7, 8, 9, 10, 11	5, 17, 18 Purchase of additional equipment in Science and PE	So that practical session can still take place in a COVID secure way and cleaning/quarantining of equipment can be effectively maintained	£1500
7, 8, 9, 10, 11	3, 5, 11 Purchase of SENSO	To ensure increased use of online learning remains safe for all users	£2000
Total Cost Allocated cost from catch up Grant			£46120



Targeted Strategies

Year Group	Actions	Intended impact	Cost
11	2, 4, 20 StudySkillsZone workshop for Y11 prior to the mocks and '5 Steps to Exam Success' in January	Students revision and note taking skills developed to enable success in examinations	£1600
7, 8, 9, 12, 19	2, 4, 13 1-1 / small group tutoring to provide catch up in English	Targeted support and catch up for specific students identified as having significant gaps in learning due to extended school closure. This will focus on English and literacy support.	£3000
11, 12	2, 4, 13 After school and holiday catch up	Teaching and support staff at the school will provide targeted after school intervention and holiday sessions	£5000
7, 8, 9, 10, 11, 12	2, 4, 13 Targeted homework strategy	Focused approach to homework supporting the core subject areas. Homework is set daily to support catch up which incorporates reading, self-quizzing through the use of subject wide knowledge organisers and Hegarty maths.	£0
7, 8, 9	2, 3, 4 United Learning KS3 self-quizzing platform (retrieval practice)	Staff and students gain access to the self-quizzing platform which maps retrieval questions to the UL common curriculum – students gain practice and fluency in areas of the each subject curriculum not yet secure and identified through regular in-class formative assessment.	£0
Total Cost			£9600
Allocated cost from catch up Grant			



Wider Strategies

Year Group	Actions	Intended impact	Cost
7, 8, 9, 10, 11	1, 13, 17 Purchasing of wider reading books and texts for the school library with allocated sessions identified for the year group	Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 30 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£2,000
7, 8, 9, 10, 11	9 Attendance Support (redistribution of support staff)	Redeployment of support staff has meant a greater operational presence in following up on daily student absence. All absence is now followed by a first day phone call from one of the pastoral team and attendance mentors are in place to support returning students. Attendance currently stands at 95% for the year group which is in line with the same time last year.	£0
7, 8, 9, 10, 11	3, 14 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	£1000
7, 8, 9, 10, 11, 16	9, 10, 20 Incentivise improvements in attendance, effort and achievement for students and parents.	This will encourage students to attend and parent cooperation with attendance. It will reinvigorate an aspirational culture and encourage all to strive to be the best they can	£500
7, 8, 9, 10, 11	17, 18, 20 Purchasing of sports equipment for use before, during and after school to encourage wider participation and healthy lifestyles	Newly purchased sports equipment has provided greater encouragement for year group to 'get active' during lunch and increase (Covid safe) lunchtime sports and recreational participation. Duty staff hold the accountability for handing out and collecting back in	£1500



		equipment. More interest in lunchtime activities has been created as a direct result of this new equipment.	
11	6 1:1 Careers interviews for Y11	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	£3000
Total Cost			£8000
Allocated cost from catch up Grant			

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£46120
Targeted	£9600
Wider	£8000
Total	£63720
Allocation	£64000