

Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

Catchup 3-tier model implemented at *Paxman Academy*



Expectations of Catchup programme

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.

Catch-up Premium Plan KS3

School	Paxman Academy
Number on Roll (total)	360
% Pupil premium eligible students	37.96%
Catch up Premium total	£28,800

Barriers to learning resulting from COVID restrictions

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

B1: Literacy skills identified as key driver for student catch-up and curriculum access development. Writing age is in line with national average.

B2: Gaps in curriculum as identified by each Head of Department

B3: Readyng the school for further home learning needs (E.g. a second lockdown)

B4: Ensuring all students can access online learning at home (survey Aut. 2020 suggests 75% access across year groups)

B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment)

B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period

B7: Understanding T&L strategies within the 'new normal' way of teaching

B8: Gaps in 'careers and further education' advice and guidance

B9: Understanding the ability of our new Year 7 intake without SATS scores

B10: Maintaining a high attendance % for all students is a priority

B11: Wellbeing: Students adjusting to the new school routines and structures

B12: Wellbeing: Concerns around anxiety, mental health and safeguarding issues following the lockdown period

B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era

B14: The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if not considered

B15: Gap in Cultural Capital opportunities identified due to COVID restrictions in place

Universal Offer (Page 1/3)			School view ONLY		
Year Group	Action	Intended outcome	Staff lead	RAG	Cost
7/8	Purchasing resources to improve quality first teaching in nomadic situation eg trolleys, kits for students to access art, science and technology subjects	Staff are supported and prepared for the changes to timetable and the new ways of working through the provision of a teacher toolkit Students to maintain access to a full curriculum Staff report that they have everything that they need to cope with the challenges presented by teaching in different classrooms across the school	KST		£1,000
7/8	Purchase of Chromebooks to support remote learning to supplement the 18 devices received from DfE	Ensure equality of access to the curriculum Loan of Chromebooks becomes a more viable option as we will have a larger stock across the school Disadvantaged students' progress is in line with non-disadvantaged students' progress at the end of the academic year in the event of lockdown	JCA		£7,600
7/8	Two trolleys to accommodate additional devices supplied by Essex	One in the year 7 provision and one in year 8 provision to support learning	JCA		£2,000
7/8	To lead staff CPD on high quality teaching of vocabulary and oracy to support the implementation of the school reading plan Purchase The day for all year groups to increase knowledge of current affairs and develop cultural capital. To be used in planning Character development sessions to support emotional wellbeing and resilience, as	Students' reading ages are in line with or above chronological age. Students have full access to the curriculum and develop receive additional interventions where appropriate	ERO		

	well as PSHE .				
7/8	To lead staff CPD on high quality remote learning to support the engagement and progress of all students at home.	No attainment gap for students who have less support at home	KST		
7/8	High quality teaching and coaching support provided by ensuring that middle leaders have access to high quality CPD coaching resources to support preparation for deep dives and monitoring exercises. Purchase Walkthru CPD package (3 year subscription)	Quality of teaching and learning is good or better in all areas of the school	KST		£1,500
7/8	Parents information sessions on expectations of the English and Maths curriculum “ How to help your child”	Ensure equality of access to the curriculum Disadvantaged students’ progress is in line with non-disadvantaged students’ progress at the end of the academic year in the event of another lockdown	KST		£0
7/8	Parents information session on how to access remote learning	Ensure equality of access to the curriculum Disadvantaged students’ progress is in line with non-disadvantaged students’ progress at the end of the academic year in the event of another lockdown	KST		£0
7/8	Improve the teaching of reasoning, reading and writing across the curriculum through high quality CPD on use of visualisers Purchase 20 visualisers so that all teaching rooms are equipped.	Staff are able to make their thinking explicit as they model reading, writing and problem solving and, as a result students’ reasoning, reading and writing skills improve	KST		£1,600

7/8	Purchase resources to enhance the quality of remote learning by introducing more synchronicity to lessons ie Mote and Screenity add-ons	Increase engagement in remote lessons	KST		£800
6/7/8	Provide summer support packs including summer reading books (virtual for 7 and 8)and maths activities for students in all year groups, including year 6	Students maintain study habit, read widely and are ready for their return to school	KST		£1,000
		Total Cost Allocation cost from Catch-up fund			£15,500

Targeted Offer (Page 1/1)			School view ONLY		
Year Group	Action	Intended outcome	Staff lead	RAG	Cost
7/8	Engage counsellor to supplement provision to cater for SEMH needs that have arisen as a result of lockdown Provide CPD for Pastoral staff on managing the emotional well-being of students	The wellbeing of all students improves. This will be measured through student voice. PPG and service premium and students with additional needs wellbeing is in line with their peers. T	ERO		£4,480
		Total Cost Allocation cost from catch-up fund			£4,480

Intervention Offer (Page 1/1)			School view ONLY		
Year Group	Action	Intended outcome	Staff lead	RAG	Cost
7/8	National Tutoring Project accessed through the EM Tutoring programme (60 hours of 1:3 tuition) Two lots of 15 hour programmes in maths and English. 21 student for maths and 24 for English in each cohort, to be supplemented by in-house provision. Timing of this has been rearranged due to January lockdown	Improve progress data in English and maths for identified students Gaps for identified students are identified and addressed	TMO		£4,200
7/8	Lexia to be purchased to support the development of reading and comprehension skills where gaps are identified	Students' reading ages are in line with or above chronological age.	ERO		£4,620
Total Cost					£8,820
Allocation cost from the catch up fund					

Summary Catch-up Grant allocation	
Teaching and Learning Whole School Strategies	£15,500
Targeted	£4,480
Wider	£8,820
Total	£28,800
Allocation	£28,800