



Venerable Bede CE Academy

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 to support 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 need to 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.

Specific points for key stage 4

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. 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
- 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 KS3 & KS4

School	Venerable Bede CE Academy		
Number on roll (total)	910 (Years 7 – 11)	Allocated funding (Catch-Up)	£72 880
% Pupil Premium eligible pupils	250 (27.5%)	% SEND pupils	97 (10.7%)
Issues identified from September 2020 as barriers to learning			
B1: Literacy skills – Reading and vocabulary development			
B2: Gaps in curriculum as identified and addressed by each Head of Department			
B3: Readying the school for further home learning needs (e.g. a second lockdown)			
B4: Ensuring all pupils can access online learning at home			
B5: Gaps in knowledge that have appeared between March and July 2020 (as a result of lockdown)			
B6: Ensuring our SEND pupils are making social, emotional and academic progress following the lockdown period			
B7: Understanding T&L strategies within the 'new normal' way of teaching			
B8: Understanding the ability of our new Year 7 intake without KS2 scores and question level analysis			
B9: Maintaining a high attendance % for all pupils is a priority			
B10: Wellbeing – Pupils adjusting to the new school routines and structures			
B11: Wellbeing – Concerns around anxiety issues following the lockdown period			
B12: Ensuring parental engagement levels are maintained (given difficulties in meeting)			

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
7	B8: CATs testing for all Year 7 pupils	Identify the ability of all pupils so as they can be set in October 2020 and a profile of preferred learning styles and cognitive abilities be established	£1000
7 8	B1 B8: Reading age testing for all pupils	Identify the ability of all pupils so as they can be set in October 2020 and reading ages tracked throughout the academic year	£200
7	B8: Numeracy Baseline assessment for all pupils	Identify the ability of all pupils so as they can be set in October 2020 and numeracy ability be tracked throughout the academic year	£200
7 8	B1: Purchase subscription to School Library Service SA to set up reading boxes for tutor time reading	Pupils are exposed to a greater number of words and challenging texts. Pupils are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£1110
8 9 10 11	B5: Transition assessments for all pupils in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom and prioritise the curriculum accordingly	£0
11	B2: 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
11	B5: Period 6 intervention to be bespoke and sessions open to all where there is a need. Ensure that P6 intervention is at least as effective as pupils' classroom teaching	Period 6 intervention should plug gaps in subject knowledge and prepare pupils for their examinations (mocks and summer exams)	£0
7 8 9 10 11	B4: Ensure all pupils in all years have a computer and access to the internet at home (Purchase 30 additional laptops in addition to those supplied by DfE)	This will allow pupils to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£8000

10 11	B2: Ensure that all KS4 teachers are fully trained up in their exam specification and 2020/21 exam adaptations	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 specification	£1200
7 8 9 10 11	B7 B3: Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely	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 support remote education where applicable	£3200
7 8 9 10 11	B5 B6: 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 pupils as well as support progress when it comes to key assessment points	£0
7 8 9 10 11	B7: Action research focus on Rosenshine strategies, problem-solving and literacy skills, leading to all pupils knowing more and remembering more of the common curriculum being taught	Evidence-based strategies are supporting pupils' learning potential in knowing more and remembering more. Improved literacy skills enable access to learning and pupils are more confident in tackling/solving problems.	£0
7 8 9 10 11	B7: Sharing of best practice through trust-wide approaches which include a focus on curriculum, T&L, behaviour and pupil premium	Trust-wide approaches 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 pupil learning optimised.	£0
7 8 9 10 11	B2 B5: 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 will help leaders target specific subject knowledge pupils are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	£0
Total allocated cost from Catch Up Premium Grant			£15,010

Targeted Strategies

Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B1 B5: Purchase Bedrock Learning to support all pupils with their literacy levels	Improve the literacy levels and vocabulary of our pupils. The platform will allow for strong independent learning at home and improve pupil progress through improved vocabulary/literacy skills across the curriculum	£6500
7 8	B1 B5 B6: Purchase Lexia (and headphones) to ensure a targeted approach for reading covering the six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension.	This will support the progress of pupils who will show an improvement in reading, spelling, and writing skills	£4780
7	B6 B1: Small group tuition for pupils in Year 7 who require support in numeracy (IXL Maths) and literacy (Spellzone); scheduled within the timetable	The pupils who benefit from this small group work will make rapid progress in literacy and numeracy	£1769
7 8 9 10 11	B5 B6: Access the National Tutoring Program to ensure additional targeted support is put in place for all pupils	The pupils who benefit from the NTP will have their progress tracked at key assessment points such as mock exams and termly data captures	£TBC
11	B5: Deliver a full program of revision techniques during PD sessions and purchase revision skills booklet for each Year 11 pupil.	Teaching revision techniques is a helpful way of preparing pupils for their mock and summer exams.	£400
11	B5: Purchase revision guides for pupils in core/humanity subjects to ensure independent work can be completed at home	We will track home learning engagement stats in Year 11 to highlight the successful use of revision guides at home. Improved attainment and progress scores in Year 11.	£4600
Total allocated cost from Catch Up Premium Grant			£18,049

Wider Strategies

Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B9: Attendance Strategy (See Attendance Strategy Plan for dull details)	This will encourage pupils to attend and parent co-operation with attendance will lead to an improvement in attendance figures.	£3000
7 8 9 10 11	B11: Pay for additional hours of counselling time	Having additional counselling provision will allow for more pupils to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£2500
7 8 9 10 11	B3 B12: Ensure that the home learning offer is refined/updated and made available to all pupils, parents and carers in the event of a pupil absence for self- isolation and/or local lockdown	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of Foldr, Teams and other online tools is key here	£600
7 8 9 10 11	B6 B11: Diagnostic assessment via the Assessment Hub.	Provide diagnostic analysis to identify emerging additional SEND needs as a result of the lockdown and COVID-19 situation.	£6000
11	B10 B11: Ensure all Year 11s benefit from a 1:1 careers interview	This is essential advice and guidance that the school must offer to all pupils so they are thinking about what they will be doing next academic year and beyond	£2000
7 8 9 10 11	B12: A revised system in place for parents' evenings and/or review of progress in 2020/21 to ensure regular dialogue between home and school regarding academic performance	To maintain communication between the school and the parents regarding academic performance	£1000
Total allocated cost from Catch Up Premium Grant			£15,100

Summary Catch-up Grant allocation (as at Nov 2020)

Strategy	Cost
Teaching and whole school	£15,010
Targeted	£18,049
Wider	£15,100
Total	£48,159
Allocation	£72,880
Still to be allocated	£24,721