



Covid 19 Catch-Up Premium and Curriculum Expectations 2021 / 22

The DfE has allocated £650 million to be spent on ensuring all students 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 students 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 students – particularly disadvantaged, SEND and vulnerable students – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional - We champion each and every student

All students 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 students 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 should 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 students. Curriculum planning should be informed by an assessment of students' 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
- Academic tutoring
- Planning for students with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting students' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents



- Supporting parents with students of different ages
- Successful implementation in challenging times
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Catch-up Premium Plan KS3 & KS4

School	Kingsdown	Allocated Funding (Catch-Up)	£64,670
Number on roll (total)	903	Allocated funding (National Tutoring Programme)	Not known yet
% DA eligible students	27%		None

Issues identified as barriers to learning (e.g curriculum gaps / literacy / attendance / wellbeing)
B1 : Literacy skills
B2 : Gaps in curriculum as identified by each Head of Department
B3 : Readyng the school for further home learning needs
B4 : Ensuring all students can access online learning at home
B5 : Gaps in knowledge that have appeared as identified during Assessment
B6 : Ensuring our SEND students are making social, emotional and academic progress following the lockdown periods
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 and removing challenges for our PA students



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

B12: Wellbeing : Concerns around anxiety and safeguarding issues following the lockdown periods

B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era and especially for our Hard to Reach parents



Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
7	B9 : Access & SDQs testing for all Year 7 students	Identify the ability of all students so as they can be set in Core subjects in October 2021 - Accelerate / Consolidate	£4500
7	B9 : 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 2021	£500
7 8 9 10 11	B1: Purchase Access tests for all students in Year 7-11	These test will enable us to track reading ages and highlight the positive impact our literacy strategy is having	£2196
7 8 9 10	B1: Purchase additional tutor reading book sets to broaden the menu of books available	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 25 minute daily reading programme - twice a week. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£1000
11	B5: 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. Also ensuring that our BfL policy is well embedded.	£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
10 11	B5: Purchase revision guides for all students in all subjects to ensure independent work can be completed at home	We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home. Tassomai & Hegarty will continue to be used to support recall & retrieval practices.	£18,000



		Improved attainment and progress scores between November and March mocks in Year 11	
10 11	B2: 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. February will include further and wide information. Our links with Rachel Warwick are very helpful here too.	£1000
7 8 9 10 11	B14: Purchase mini whiteboards and pens for all students in Years 7- 11	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	£2000
7 8 9 10 11	B14: To train 10 more staff members to become qualified 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. We will start with the coaching development of the SLT first.	£500
11	B5: A percentage of mock papers in all subjects sent off to be marked externally - we will use the RLT here to support us	This will ensure accurate and consistent marking of year 11 papers with which to identify gaps in knowledge and intervene accordingly	£500
7 8 9 10 11	B3 & B4: Ensure all students have a calculator to complete home learning	This will ensure all students can complete calculator specific tasks at home	£1,200
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 students as well as support progress when it comes to key assessment points	£600
7 8 9 10 11	B7: Focus on Rosenshine & TLAC strategies & our E8 strategies - these will lead 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	£500



		students' to maximise learning and retain key subject knowledge.	
7 8 9 10 11	B7: Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and student 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.	£500
7 8 9 10 11	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 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
Total Cost			£41,781
Allocated cost from catch up Grant			

Targeted Strategies

Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B1: Purchase Bedrock Learning to support all students with their literacy levels	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in reading scores between October 20 and January 22	£8021
7 8 9 10 11	B2: Develop a rewards strategy for students who complete their home learning	Improve the engagement levels of home learning across all year groups and thus improve student progress and organisation/resilience	£3,000
Total Cost			£11,021
Allocated cost from catch up Grant			



Wider Strategies

Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B10: Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform.	This will encourage students to attend and parent cooperation with attendance and could lead to an improvement in attendance figures. Also if parents know they can get subsidized for uniform this will encourage attendance/positive start to school for our parents who have no money	£4000
7 8 9 10 11	B2: A rewards program for those students who are engaged with their home learning	Our home learning engagement statistics have been improving over the past year. We want to further improve this and rewards (prize draws) are expecting to support with this aim	£2000
7 8 9 10 11	B3: Ensure that the home learning offer is updated and made available to all parents in the event of a student 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 resources from Oak Academy, Hegarty Maths and Tassomai curriculum	£0
7 8 9 10 11	B13: 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	£500
7	B11: Attitudinal survey to look at student attitudes to school to enable early intervention	To identify students who would benefit from a re engagement programme for their learning	£622
7 8 9	B12: Art therapy to provide outlet for students who find verbalising ideas difficult	To provide students who struggle with engaging with counselling an outlet	£250
Total Cost			£7,372
Allocated cost from catch up Grant			



Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£41,781
Targeted	£11,021
Wider	£7,372
Total	£61,063
Allocation	£64,670