

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
- 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

Beis Yaakov High School Academy

Allocated funding (Catch-Up)

£27,380

Premium Plan

KS3 & KS4

Academy

Number on roll (total)

349 (Year 7 – 11)

% Pupil Premium

eligible pupils

3.8%

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

B1: Literacy skills (reading ages are above national average in all year groups but tutor reading has not been taking place to the full extent since March 2020)
B2: Gaps in curriculum as identified by each Head of Department
B3: Ready the school for further home learning needs (E.g. a second lockdown)
B4: Ensuring all students can access remote learning at home
B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
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 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 we are not careful
B15: Numeracy skills in all year groups

Teaching and Whole School Strategies				
Years	Issue	Actions	Intended impact	Cost
7	B9	Testing for all Year 7 students CATS Baseline Maths	Identify the ability of all students so as they can be set in CORE subjects in October 2020	£592
7 8 9 10	B1	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	£156
7 8 9 10	B1	Purchase additional reading books to broaden the menu of books available	The book sets purchased will ensure students are exposed to a greater number of words and challenging texts. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£2,000

11	B5	Transition assessments for all students 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	£0
11	B5	No Year 11 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	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
7 8 9 10 11	B4	Ensure all students in all years have access to remote learning at home and printed resources	This will allow students to access all learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£500
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 Improved attainment and progress scores between November and March mocks in Year 11	£2,000
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	£0
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	£2,000
7 8 9 10 11	B14	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)	£2,500
7 8 9 10 11	B14	Purchase mini whiteboards and pens for all students in Years 7-13	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	£700
10 11	B5	Mock papers in all subjects marking to be shared equally between staff and paid extra or marked externally	This will ensure accurate and consistent marking of year 11 papers with which to identify gaps in knowledge and intervene accordingly	£1,400

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 (mocks and ROA)	£0
7 8 9 10 11	B7	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	B7	Sharing of best practice through staff coaching/mentoring to include a focus on curriculum, T&L, behaviour and pupil premium	This will lead to the most effective classroom practice being shared and student learning optimised.	£1,000
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				£12,848
Total Cost Allocated cost from catch up Grant				£10,348
Targeted Strategies				
Years	Issue	Actions	Intended impact	Cost
7 8 9 10 11	B1	Purchase Literacy Learning package to support all students with their literacy levels STASS	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and January 21	£60.00
7 8 9 10 11	B15	Purchase staff training for Numeracy	Improve the numeracy levels of students to be assessed by Maths department.	£1,450
7	B6	Small group tuition for students in Year 7 who require support in numeracy and literacy; one LSA to lead on the delivery	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and January ROA	£1,000
7	B6	Direct leadership time from the SENDCO to coordinate the intervention program for Y7s who require catch up	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and January ROA	£0
7 8 9 10 11	B5	Deliver a full program of revision techniques during	Teaching revision techniques is a helpful way of preparing	£0

		PSHE sessions.	students for their mock and summer exams.		
				Total Cost	£2,510
				Allocated cost from catch up Grant	£2,510
Wider Strategies					
Years	Issue	Actions	Intended impact	Cost	
7 8 9 10 11	B11	Pay for 100-120 hours of counselling time	Having additional counsellors or the provision will allow for more children to have access to specialist advice and guidance over their worries centred on 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.	£5,000	
7 8 9 10 11	B12	Employ a counsellor to train form tutors so that they can give low level mentoring: Employ form tutors for 2 extra lessons a month which they use to give 1:1 mentoring to students who struggle with Covid related issues	Having those 1:1 mentoring sessions will help students feel that they're noticed and held; they will be given strategies and tips how to cope with the difficulties they're facing. Form tutors will get training from professional counsellors	£5,500	
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 learning resources is bespoke for each subject in all years.	£0	
11	B8	Ensure all Year 11s benefit from additional 1:1 careers support if required	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	£500	
7 8 9 10 11	B13	A new system in place to replace traditional parents evenings 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	£0	
7 8 9 10 11	B3	Purchase telephones/mobiles and zoom subscriptions for all staff/classrooms	To facilitate teleconferencing and zoom lessons	£4,184	
				Total Cost	£15,184
				Allocated cost from catch up Grant	£14,684

Summary Catch-up Grant allocation		
Strategy	Total cost	Amount allocated from catch-up grant
Teaching and whole school	£12,848	£,10,348
Targeted	£2,410	£2,510
Wider	£15,184	£14,684
Total	<u>£30,442</u>	<u>£27,542</u>