



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



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

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. 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 based on 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/carers with students of different ages
- Successful implementation in challenging times
- Providing new opportunities beyond the classroom



Catch-up Premium Plan KS3 & KS4

Version 2 Jan 2021

Academy	The Kibworth School
Number on roll (total)	842 (Year 7 – 11)
% Student Premium eligible students	131 (17%)
Allocated funding (Catch-Up)	£67,840

Issues identified from August 2020, Jan 2021 as barriers to learning (e.g., curriculum gaps / literacy / attendance / wellbeing)
B1: Literacy skills and oracy skills
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
B5: Gaps in knowledge that have appeared between March and December 2020 (as identified through assessment and reports 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 always maintained

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
7	B9: GY Assessment for all Year 7 students	Identify the ability of all students so as they can be set in CORE subjects in October 2020	£3,360
7 whole year group – All year groups <small>Deeper testing through earlier monitoring pathway or access arrangements by teachers</small>	B1: Standardised scores from WRAT 5 for word read and spelling	These tests will enable us to track student’s ability to recognise and phonetically decode words	£0
7 8 9 10 11	B3 B4 B7 B10 B13: Whole School Remote Learning Lead appointed	Provide staff, students and families with support, training, and guidance to reduce all barriers to understanding and accessing remote learning	£2150
7 8 9 10	B1 B2 B5 B6: Director of Learning lead for Brilliance Tutoring National Programme	Targeted students improved their literacy and oracy skills	£2500
7 8 9 10 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	Already costed
7 8 9 10 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.	Already costed
7 8 9 10 11	B5: Community learning intervention to be bespoke and open to all where there is a need. Ensure that Community Learning intervention is at least as effective as students’ classroom teaching	Learning Community should plug gaps in subject knowledge and prepare students for their examinations. (November/March mocks and summer exams). Provision mapping tracker provides updates for all staff and families.	£15,800

7 8 9 10 11	B4: Ensure all students in all years have a computer and access to the internet at home	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	Taken from C19/PP budget
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	Taken from CPD budget
7 8 9 10 11	B14: To train more staff members to become qualified first aid mental health 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	Already costed
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). It will also allow staff to stream live lessons in the event of a partial/bubble closure	Already costed
11 10	B5: Mock papers in all subjects sent off to be marked externally	This will ensure accurate and consistent marking of year 11 papers with which to identify gaps in knowledge and intervene accordingly	Already costed
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 ETA)	Already costed

7 8 9 10 11	B7: Focus on Responsive Teaching, Rosenshein, EEF & Mary Myatt curriculum 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 Teaching & Learning strategies are allowing students to maximise learning and retain key subject knowledge.	Already costed
7 8 9 10 11	B7: Sharing of best practice through trust-wide working parties which include a focus on curriculum, T&L, behaviour, and student premium	Trust-wide working parties 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.	Already costed
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 monitor – evaluate– review will also support leaders' understanding of effective catch up in the classroom.	Already costed
Total Cost Allocated cost from catch up Grant			£23,810

Targeted Strategies

Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B3 B4 B10 B11 B12 B13: Senior leader support – DSL for mental health, PSHE provision targeted on welfare and mental health for students	Welfare, attendance and engagement for staff, students and families is the best it can be. Attendance is above all national averages and better than last year across all areas.	Already costed
7 8 9 10 11	B11 B6: Initiate the student mentoring model with Headteacher Prefects	This will allow students to be both trained as a, mentor and be mentored.	Already costed
7 8 9 10 11	B2 B3 B10 B11 B13: In school and online mentoring for keyworker students and those identified for additional support via ADOLs	Improved attendance, smooth transition back to school from remote learning, improved progress, and behaviour. Maintained and increased parental engagement.	Already costed
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	£12,281
7	B6: An annual budget for the Hub used in the past on things such as ESLA support, dog therapy, art therapy and horse therapy	The students who benefit from this small group work will improve their social emotional aspects of learning and attendance	Already costed
7 8 9 10	B5 B6: Access the English National Tutoring Program to ensure additional targeted support is put in place for all students	The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams and data drops	£9360
7 8 9 10 11	B5: Deliver a full program of mental health and how to deal with anxiety techniques during PSHE sessions.	Teaching mental health and how to deal with anxiety techniques is a helpful way of preparing students for their mock and summer exams as well as our changing context locally and nationally.	Already costed

9 10	B8 B10 B13: Assess the National Scholar Programme utilising the Brilliance Club for HAP pupils	Maintain and improve aspirations and motivations for HAP students regarding Russell group University course and placements	£4,200
7 8 9 10 11	B5: Hegarty maths subscription (homework catch up)	Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.	Already costed
7 8 9 10 11	B10 B11 B12: Weekly in school and remote mentoring sessions for students	Offer small group mentoring sessions regarding welfare and academic issues	£3600
7 8 9 10 11	B1 B3 B4 B6 B10 B11 B12 B13: Amazon Echo devices are provided for targeted SEND students and families	Accessible remote access for students and families to engage further with the school	£3188
Total Cost Allocated cost from catch up Grant			£32,628

Wider Strategies

Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B10: Weekly rewards and recognition for student's attendance in school and regarding remote learning	Improved attendance to remote learning and smooth transition back to school routines. Attendance is above the National average for all groups.	Already costed
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 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.	£4000
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	All staff, students and families are confident in accessing and using remote learning. Remote learning is 100% accessed by all students and there are no barriers.	Already costed
7 8 9 10 11	B3: Student Folder	Purchasing of Student Folder 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.	Already costed

11	B8: Ensure all Year 11s benefit from a 1:1 career interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime) Breakfast and lunch to be provided for students that meet before school or lunchtime. Provide PP opportunities for career interviews.	100% of Year 11 students have applied for a place in training, employment, or education.	Already costed
7 8 9 10 11	B13: A new reporting 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/cares regarding academic performance. Parents feel informed and updated about their child's progress.	Already costed.
7 8 9 10 11	B11: Attitudinal survey to look at student attitudes to school to enable early intervention	To identify students who would benefit from a reengagement programme for their learning	Already costed.
7 8 9	B12: Art therapy/Dog Therapy to provide outlet for students who find verbalising ideas difficult. Improve attendance during lockdown period for vulnerable keyworker students	To provide students who struggle with engaging with counselling as an outlet	Already costed.
7 8 9 10 11	B10 B11 B12: Weekly Student Council meetings during lockdown	To provide every student with a voice during lock down	Already costed
7 8 9 10 11	B6 B10 B11 B12: Easter/Summer Catch up camp	Provide opportunities for students to take part in 'Catch up' activities and accredited courses such as Sports Leader and Dance Leader	£7202
7 8 9 10 11	B3: Stationery and resources	Ensure all students have access to stationary to complete appropriate work at home and in school	£200
Total Cost Allocated cost from catch up Grant			£11402

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£23,810
Targeted	£32,828
Wider	£11,402
Total	£67,840
Allocation	£67,840