

## 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 PREMIUM PLAN KS3 & KS4**

<b>Academy</b>	West Lakes Academy	<b>Allocated funding(Catch-Up)</b>	£82,560
<b>Number on roll (total)</b>	998 (Year 7 – 11)	<b>Allocated funding (National Tutoring Programme)</b>	
<b>%PupilPremiumeligiblepupils</b>	240 (24%)	<b>Number in sixth form</b>	200

**ISSUES IDENTIFIED FROM SEPTEMBER 2020 AS BARRIERS TO LEARNING (E.G. CURRICULUM GAPS / LITERACY / ATTENDANCE / WELLBEING)**

**WLA1:** 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)

**WLA2:** Gaps in curriculum as identified by each Head of Department

**WLA3:** Readyng the school for further home learning needs (E.g. a second lockdown)

**WLA4:** Ensuring all students can access online learning at home

**WLA5:** Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)

**WLA6:** Ensuring our SEND students are making social, emotional and academic progress following the lockdown period

**WLA7:** Understanding T&L strategies within the 'new normal' way of teaching

**WLA8:** Gaps in 'careers and further education' advice and guidance

**WLA9:** Understanding the ability of our new Year 7 intake without SATS scores

**WLA10:** Maintaining a high attendance % for all students is a priority

**WLA11:** Wellbeing: Students adjusting to the new school routines and structures

**WLA12:** Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

**WLA13:** Ensuring parental engagement levels are maintained during the 'virtual meeting' era

**WLA14:** 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

## TEACHING AND WHOLE SCHOOL STRATEGIES

Year Group	Actions	Intended impact	Cost
7	<b>WLA9:</b> CAT testing for all Year 7 students	Identify the ability of all students so as they can be set in October 2020	£3000
7	<b>WLA9:</b> 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 2020	£250
7 8 9 10	<b>WLA1:</b> Purchase additional tutor reading book sets to broaden the menu of books available	The tutor will lead on the 30 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£2000
11	<b>WLA5:</b> 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.	£0
11	<b>WLA5:</b> Intervention to be bespoke and open to all where there is a need. Ensure intervention is at least as effective as pupils' classroom teaching	Intervention should plug gaps in subject knowledge and prepare students for their examinations	£12000
7 8 9 10 11	<b>WLA14:</b> 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)	£5000
7 8 9 10 11	<b>WLA14:</b> Additional supervision due to increased number of break and lunch zones	These will support the maintenance of good discipline as well as encouraging the building of interpersonal and social skills.	£7000

7 8 9 10 11	<b>WLA5 WLA6:</b> 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	£0
7 8 9 10 11	<b>WLA7:</b> 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	<b>WLA10:</b> Students make the most progress when they are in the academy – provide support for those families facing difficulties by using the Home Tutor as additional attendance officer support		£4000
7 8	<b>WLA1 WLA2 WLA 9:</b> Students arriving with literacy and numeracy levels below age standard scores will have an additional lesson of each once a week delivered by specialist teachers		£4000
7 8 9 10 11	<b>WLA 14:</b> Resources for specific year groups to prevent cross bubble sharing such as laptop storage trolley, Chromebooks, stationary, PE equipment etc.		£14000
<b>Total Cost</b> <b>Allocated cost from catch up Grant</b>			£51,250

### TARGETED STRATEGIES

Year Group	Actions	Intended impact	Cost
7	<b>WLA6:</b> Small group tuition for students in Year 7 who require support in numeracy and literacy; one lesson per week in each with qualified English and maths teacher	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	£8000
7 8 9 10 11	<b>WLA5:</b> 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.	£600
7 8 9 10 11	<b>WLA5:</b> Renewal of Digital Theatre	Students studying performing arts / drama will have the opportunity to experience 'live' theatre and productions as a part of their courses	£1000
7 8 9 10	<b>WLA5:</b> Building on prior learning catch-up plan using staff within the academy to deliver targeted after school classes	Targeted students who have been identified with large learning gaps from lockdown 1 and 2 will see gaps reduced in preparation for the next academic year. In-house staff will be used to plan and deliver this programme.	£18,200
<b>Total Cost</b>			<b>£27,800</b>

<b>WIDER STRATEGIES</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
11	<b>WLA8:</b> Ensure all Year 11s benefit from a 1:1 careers interview	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.	£1500
7 8 9 10 11	<b>WLA13:</b> 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.	£1000
7	<b>WLA11:</b> Attitudinal survey to look at pupil attitudes to school to enable early intervention	To identify students who would benefit from a re-engagement programme for their learning.	£622
<b>Total Cost</b>			£3,122

<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
Teaching and whole school	£51,250
Targeted	£27,800
Wider	£3,122
Total	£82,172