

## Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21 – Executive Summary

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.

### Specific points for key stages 4 and 5

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.

Pupils in years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.

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.
- UL Academies should set out their planning for the use of the Catch-Up funding, including their use of the National Tutoring Programme, using the **attached template**.
  - Plans should be shared with **Local Governing Bodies** and the **Regional Director** at or before the T1 meeting, as well as made available to **Ofsted** should HMI visit.
  - United learning planning for curriculum recovery and catch-up is fully detailed in our **Catch Up Strategy and Guidance**. Our guidance expands on the 3 tiers\* and gives further information on our extensive provision to support curriculum recovery and catch-up:

<b>United Learning Curriculum</b> (pupil- and teacher-facing resources)	<b>Bespoke Quizzing Platform</b>	
<b>Rosenshine</b>	<b>TLAC</b>	<b>Retrieval Practice</b>
<b>Oak National Curriculum</b> (lessons written by UL advisers)	<b>Whole School Reading Programmes</b>	<b>Common Assessment Frameworks</b>
<b>Hegarty</b>	<b>Sparx</b>	<b>Seneca</b>
<b>Knowledge Organisers</b>	<b>NGRT</b>	<b>Midyis</b>

## Catch-up Premium Plan

<b>Academy</b>	Cambridge Academy for Science and Technology	<b>Allocated funding (Catch-Up)</b>	£14,720
<b>Number on roll (total)</b>	360	<b>Allocated funding (National Tutoring Programme)</b>	
<b>% Pupil Premium eligible pupils</b>	Pre-16 15.2	<b>Number in sixth form</b>	120
<b>Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)</b>			
<ul style="list-style-type: none"> <li>Extended written responses have suffered during the time the class was closed to most students. This is because students did not engage as well with this type of work as they did with short answer or multiple-choice questions when we were assessing their knowledge.</li> </ul>			
<ul style="list-style-type: none"> <li>Wellbeing: concerns around anxiety following the lockdown period.</li> </ul>			
<ul style="list-style-type: none"> <li>Literacy Skills of our students due to a lack of reading from March 2020.</li> </ul>			
<ul style="list-style-type: none"> <li>Attendance is an issue across all year groups of students with a number isolating for an extended period of time due to a delay in access, and results from, Covid-19 testing. A small number of students have had to isolate for more extensive periods due to personal circumstances.</li> </ul>			
<ul style="list-style-type: none"> <li>Extra duty staff needed to cover breaks and lunches due to them being split, both in terms of timings and locations of year groups.</li> </ul>			

- A lack of exam technique in all year groups due to a lack of focused revision classes at the end of last year. This is particularly pronounced in the new Year 12 cohort.
- Although engagement was good during the period school was shut to most students they do have gaps in their knowledge that will need to be identified and filled over the course of the year.

### Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
9	Students have taken NGRT tests	A number of students have been identified with low reading ages. Intervention will be put in place through SEND provision.	
9	CATS testing for all students	To identify students with low or spiky profiles. This data will be fed back to staff to support students learning and identify potential SEND needs.	
10	CATS testing for new students	To identify students with low or spiky profiles. This data will be fed back to staff to support students learning and identify potential SEND needs.	
10	All Year 10 students did the PTS, PTE and PTM (baseline GL Science, English and Maths tests)	This data will be fed back to staff to support students learning.	
11	English have been given an additional period a week out of challenge for the first six weeks of the Autumn term where the students practise writing the long answers for their English exams. These are then marked by their English teachers and feedback given.	This is to support students in the run up to their first round of exams in November with their extended written responses.	
11	Maths have been given an additional period a week out of challenge for the first six weeks of the Autumn term where the students use Hegartymaths to embed their learning.	This is to support students in the run up to their first round of exams in November.	
11	From late April Challenge time will be given over to revision. The Challenge teacher will cover the subjects' teachers' lessons for none exam classes to allow them to teach the revision sessions.	This is so that each subject will have time to have a full revision program to maximise student progress	

11	Students have been given a number of extra periods for Science exam practise out of Challenge in the Autumn term. They will use this time to complete all the AQA Focus on Success packs.	This is to improve the students' exam technique.	
11	Statistics lessons have been put into year 11 to allow the most able mathematicians to gain an additional GCSE and the other students will use the time to embed their understanding of maths.	This is to maximise the outcomes of all students in Maths.	
12	All Year 12 students have done ALIS tests to identify students with low profiles.	This data will be fed back to staff to support their teaching and identify potential SEND.	
12	Maths and Science have done baseline tests to assess knowledge and skills gaps, especially in exam technique, and intervention has been put in place for the students who need it.	This makes sure all students have a strong start to their A-level studies	
13	Subjects gave tests as soon as the students were back to assess knowledge gaps and skills gaps and intervention has been put in place for the students who need it.	This makes sure all students have a strong start to their second year of A-level studies	
13	From late April Challenge time will be given over to revision. The Challenge teacher will cover the subject teachers' lessons for none exam classes to allow them to teach the revision sessions.	This is so that each subject will have time to have a full revision program to maximise student progress	
9,10,11	Adopting the Greenshaw Reading Project	To improve students reading and literacy more generally	£2500
All Year groups	All classes are timetabled with subject specialist teachers.	Ensures high quality teaching with in-depth subject knowledge allowing links to be made across Year Groups	
All Year groups	There will be two formal internal exams this year and the results will be used to identify students in each subject that are not making expected progress and interventions will put in place. These could include, but not limited to SEND provision, extra support outside of lessons by the students' teachers and extra home learning in consolation with parents.	This keeps staff informed of their students' progress and what is required to maximise this progress.	
All Year groups	All lesson resources have been moved online via Teams to support students home learning to fill in any knowledge gaps they feel they may have. Teachers clearly signpost lesson resources for students who are absent or isolating at the start of the week. These can be	This stops knowledge gaps forming when students need to self-isolate or are absence. The students upload work for teachers to view on the Absence Isolation page in their Teams Class Notebook for each subject.	

	personal resources or use Oak National Academy lessons, UL resources, Kerboodle or Seneca.		
All Year groups	Purchase Seneca Premium for all students	This supports effective on-line revision for many subjects using cognitive science techniques.	£900
All Year groups	Increased focus on Quality First Teaching by further training on Rosenshine and TLAC – see school development plan section	Improved quality of T&L will impact significantly on student progress. These evidenced based strategies are supporting students learning potential in knowing more and remembering more	
All Year groups	Training on Teams for all staff	Allows staff to support students regardless of their respective locations	
<b>Total Cost</b>			£3400
<b>Allocated cost from catch up Grant</b>			

<b>Targeted Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
11	The PP students have started their one to one English (x10) and Maths (x10) sessions with MyTutor	To help them make additional progress and bridge the gap.	
11	Additional tutoring will be made available to more students once the school can apply for it via the government tutoring scheme.	To help students make addition progress	£5000
11	An intervention timetable has been put in place to allow teachers a set time when they will have access to their students to offer additional support.	Help students not making expected progress to catch-up.	
12,13	Subject surgeries where extra support is given on a one-to-one basis	Allows struggling students to make good progress	
11,13	Revision sessions in the holidays provided by staff for exam years	Students are fully prepared for their exams and make additional progress	£1000
<b>Total Cost</b>			£6000
<b>Allocated cost from catch up Grant</b>			

<b>Wider Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
9	A games club at lunch time.	To integrate students back into a social environment after six months out.	
9,10,12	Information evenings at the start of the Autumn term are virtual. A bespoke video presentation was sent to parents/guardians of students in Years 9,10 and 12 and meetings were held with Tutors via a Teams meeting or phone call.	Relationships are built with the parents/guardians of new students.	
All Year groups	Break and lunch times have been split into terms of time and locations. Additional staff duties have been needed to cover this.	To maintain the year group bubbles to reduce the spread of Covid-19 if it occurs in school.	
All Year groups	All isolating students are contacted by the Attendance Lead and the teachers are kept informed through a shared isolation spreadsheet and an x in SIMs.	Teachers know which work to look out for in their subject Teams class Notebook.	
All Year groups	Parents evenings will be held via Teams meetings or phone calls with the subject teachers and the parents/guardians of the students.	To continue to build strong relationships between staff and the parents/guardians of their students to help support progress.	
All Year groups	Employ a trained talking therapies counsellor for half a day a week to support those struggling with their mental health	This will support those who have struggled most over the lockdown period and continue to do so with their mental health and consequently allow them to focus more effectively on learning.	£5000
<b>Total Cost</b>			£5000
<b>Allocated cost from catch up Grant</b>			

<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
<b>Teaching and whole school</b>	<b>£3400</b>
<b>Targeted</b>	<b>£6000</b>
<b>Wider</b>	<b>£5000</b>
<b>Total</b>	<b>£14.400</b>
<b>Allocation</b>	<b>£14,720</b>