

## **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.

Schools should set out how they will allocate the additional funding to support curriculum recovery 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.

### **EEF Guidance**

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

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| <b>School</b>  | South Wirral High School |                                   |  |
| <b>NOR</b>   | 908                      | <b>Allocated Catch-up funding</b> | £4365 - 16-19 tuition<br>£37,196 - Catchup grant<br><b>Note - Actions/strategies directly funded by the 16-19 tuition and catch up grant are highlighted in blue</b> |
| <b>Challenges/Focus areas identified (e.g. curriculum gaps, attendance, mental health/wellbeing)</b>   |                          |                                   |  |
| <ul style="list-style-type: none"> <li>• Improving quality first teaching at KS3</li> <li>• Improving quality of feedback for all students</li> <li>• Continuing to develop parental engagement in the learning and progress of all students</li> <li>• Improving attendance/punctuality</li> <li>• Raising aspiration or expectation due to lack of immediate academic role models</li> <li>• Addressing underachievement at KS1 and 2 in literacy and numeracy</li> <li>• Special educational needs; including behavioural and emotional, medical or cognitive</li> <li>• Continuing to encourage parental support/challenge for home learning</li> <li>• Removing financial constraints having immediate impact on the ability to resource tools for learning at home</li> <li>• Improving resilience and perseverance (character development)</li> <li>• Increasing engagement in extra-curricular activities</li> <li>• Improving essential literacy and numeracy skills</li> </ul> |                          |                                   |  |

| <b>1. Teaching and Whole School Strategies</b>  |  |   |
|---|--|---|
| <b>Action/Strategy</b>  | <b>Desired Impact</b>  | <b>Cost</b>   |
| A knowledge-rich curriculum with Knowledge Organisers for every subject in every year group (MCL,GWi,HLA)   | Curriculum tweaks and knowledge organisers result in increased engagement with knowledge organisers as part of lessons and home learning. Students experience clarity about the knowledge they need to know and are able to retain, recall and apply this knowledge. | INSET time<br>Cost of photocopying knowledge organisers |
| Responsive and sensitive teaching through “The South Wirral Way” - both face to face and live remote teaching on Google classroom <ul style="list-style-type: none"> <li>• Routine practice recall</li> </ul> | SWW evident in both face to face and remote lessons with students given the opportunity for practice recall. Independent tasks which routinely challenge students with regular feedback increase engagement and progress   | INSET time  |

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| <ul style="list-style-type: none"> <li>I do, we do, you do</li> <li>Explicit teaching of tier 2 and 3 vocabulary</li> </ul> (HLA)                  |  |   |
| GL Assessments to identify gaps and measure progress at KS3, GCSE Pod to identify gaps and provide extra support at KS4<br>(GWi)                   | Short term: Intervention groups identified and intervention programmes in place<br>Medium term: intervention groups make agreed progress and are exited from the programme. Second round of GL assessments show increased scores. Engagement of Y10 and Y11 with GCSE Pod; PP gap returned to pre closure level; Second round of spelling and reading assessments show improved scores<br>Long term: improvement in GCSE, A level and BTEC results; reduction in gap between disadvantaged and non disadvantaged | £3328.00 - GCSEPod, £500 (funded from elsewhere) - Mathswatch, £0 - Seneca costs<br>£7597.29 - GL assessment costs<br>£351.15 - Headphones  |
| Additional support for teachers - additional appraisal time, behaviour CPD, Teach First leadership training, Malit project for Ma and Sci<br>(HLA) | Teaching staff routinely apply HUB learning to lessons<br>Reduction in logged behaviour points<br>Increase in opportunity for coaching conversations   | £2350 (funded from elsewhere) - Behaviour INSET costs<br>£1000 (funded from elsewhere) - Malit project costs<br>£5000 (funded from elsewhere) - Teachfirst costs<br>Additional appraisal time costs |

| 2. Targeted Strategies   |   |   |
|--|---|---|
| Action/Strategy  | Desired Impact  | Cost  |
| TA-led SEN interventions eg: Lexia, Emile and others<br>(WRC)                                      | Short term: Intervention groups identified and intervention programmes in place<br>Medium term: intervention groups make agreed progress and are exited from the programme. Second round of GL assessments show increased scores. Engagement of Y10 and Y11 with GCSE Pod; PP gap returned to pre closure level; Second round of spelling and reading assessments show improved scores. | £2588 - Lexia<br>£470.25 - Emile<br>£17594 - TA costs |
| Academic mentors - one-to-one tuition and small group interventions for English and Maths<br>(GWi) | Second round of spelling and reading assessments show improved scores.  | £4800 - Academic mentor on-costs                      |

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| One-to-one tuition for KS5 students re-sitting English and Maths (MCL) | Long term: improvement in GCSE, A level and BTEC results; reduction in gap between disadvantaged and non disadvantaged | £4,365 - KS5 tuition costs |
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| 3. Wider Strategies   |  |  |
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| Action/Strategy   | Desired Impact   | Cost   |
| Additional Student Welfare officer to focus on persistent absence (WRC) | <p>Short term: SWO works with families and associated professionals to remove barriers to attendance and support reintegration to school</p> <p>Medium term: Patterns of absenteeism are addressed and resolved, and absences reduce, for both individuals and groups. Incoming Yr6 students, as well as other in year transfers, have been identified as being more likely to be PA and the SWO will work with these families in particular to arrest patterns of absenteeism</p> <p>Long term: Persistent absenteeism is reduced across the cohort. School joiners are supported to rapidly improve their attendance</p> | Cost of Welfare Officer<br>£37,527 (funded from PP?)<br>total cost |
| Technology provision for vulnerable students (MCL)                      | <p>Short term: Every family will have broadband internet and a suitable device</p> <p>Medium term: Every individual child will have the above</p> <p>Long term: Post covid every individual child will have the above and will use it for home learning</p>  | Cost of Technology<br>£467.31 (remainder funded from PP)           |
| Rewards (DHA)   | <p>Short term: Teachers give house points for good work, parents nominate students for commendations</p> <p>Medium term: Friday bulletin is used to celebrate student achievement. Certificates are issued to students</p> <p>Long term: The above evidence is used to award LORIC pledges.</p>  | Cost of rewards eg Amazon fire tablets                             |

| Evaluation/Impact - this will be available from April 2021 (after Assessment Point 2) |        |
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| Action/Strategy   | Impact |
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**Accountability and monitoring:**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.