

Covid 19 Catch-Up Premium and Curriculum Expectations 2020 – 2021

Funding allocation

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.

Carlton Digby School has been allocated £240 per pupil. Therefore, we are expecting to receive £21,360 (90 pupils).

Use of funds

We will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the government guidance on 'curriculum expectations for the next academic year'. We have the flexibility to spend the funding in the best way for our pupils and their circumstances.

We have used the Education Endowment Foundation (EEF) 'Coronavirus (COVID-19) support guide for schools' to support us to make the best use of this funding. This guide details evidence-based approaches to catch up for all students. We have used this document to help us to direct our additional funding in the most effective way.

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 goal of getting our pupils back on track and teachers teaching a normal curriculum as quickly as possible. Governors will scrutinise the schools' plans, approach and use of funding from September. This will include consideration of whether we are spending this funding in line with our catch-up priorities and ensuring appropriate transparency for parents.

National Tutoring Programme

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. Alongside the universal catch-up premium, the government have launched a National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

Curriculum expectations

The DfE has 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.

a. 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.

b. 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.

The 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.

We have set out how we will allocate the additional funding to support curriculum recovery this academic year. Some approaches that we will use will be funded from other sources (e.g. Pupil Premium or the Primary PE grant). This will be based around the EEF guidance and the use of a 3-tier approach:

Tier 1: Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Tier 2: Targeted academic support

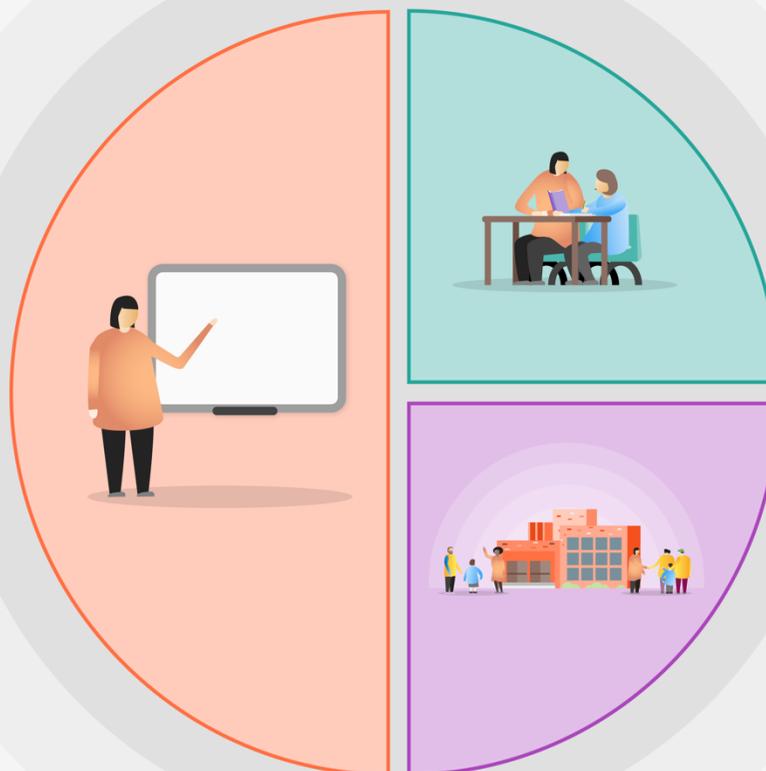
- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Tier 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

1 Teaching

- Enable access to a blended / remote learning model
- Resource packs for all pupils
- Appropriate broad and balanced curriculum
- Quality assurance that supports curriculum development while being sensitive to workload
- Termly pupil progress review
- Appropriate CPD for staff
- ICT library
- Active learning lessons



2 Targeted academic support

- Nuffield Early Language Intervention Training (NELI)
- English interventions
- Maths interventions
- Golden Mile
- Deployment of support staff
- Annual review of EHCP
- Nurture group
- Sensory needs met
- Additional therapeutic input

3 Wider strategies

- Emotional Literacy Training (ELSA)
- Whole school events to promote re-engagement and strengthen links with families
- Parent training sessions
- Support and promote staff and pupil mental health and well-being
- Safe spaces available to pupils
- Behaviour and attendance support
- Theatre group

Tier One: Teaching

Approach	Action	Intended impact	Cost
Enable access to a blended / remote learning approach through	<ul style="list-style-type: none"> • Purchase / order / set up additional ICT devices for pupils to access home learning • Set up Microsoft Teams for all pupils and classes • Provide training for parents / pupils / staff on using Teams for learning • Provide access to teaching and online materials • Provide ongoing technical support • Ensure staff contact home for all pupils on a weekly basis • Blue and yellow curriculum leaders set up and monitor blended / remote learning strategies 	<ul style="list-style-type: none"> • Pupils access blended / remote learning immediately in the event of school or bubble closure, or absence due to self-isolation not linked to school • Pupils continue to receive a high quality of education and support 	Main budget
Resource packs for all pupils to support blended / remote learning	<ul style="list-style-type: none"> • Create curriculum resource packs for each pupil to be distributed in the event of a lockdown, bubble closure or self-isolation to support remote learning 	<ul style="list-style-type: none"> • Pupils have access to a wide range of appropriate resources to support remote learning • Parents are supported to deliver remote learning activities 	£4,000
Appropriate broad and balanced curriculum	<ul style="list-style-type: none"> • Plan, design and deliver a remote learning scheme as and when necessary • In school delivery continues to follow the existing curriculum, ensuring pupils are given time and opportunities to revisit as necessary 	<ul style="list-style-type: none"> • The quality of education continues to be outstanding 	Main budget
Quality assurance that supports curriculum development while sensitive to workload and wellbeing	<ul style="list-style-type: none"> • Monitor whole school progress through planned quality assurance activities • Ensure activities do not have a negative impact on workload or well being 	<ul style="list-style-type: none"> • The quality of education continues to be outstanding 	Main budget
Appropriate CPD for staff	<ul style="list-style-type: none"> • Staff provided with a wide range of CPD opportunities as per the CPD action plan • Additional, appropriate opportunities identified as required 	<ul style="list-style-type: none"> • All staff have accessed high quality and appropriate CPD • The quality of education continues to be outstanding 	CPD budget
ICT library	<ul style="list-style-type: none"> • Purchase a range of ICT equipment that is available to be loaned out to families (possibly including: Laptops, iPads, Switch toys, Games, Sensory objects) and staff 	<ul style="list-style-type: none"> • Pupils have accessed to high quality ICT and computing resources that they can loan out to support wider development and engagement in learning activities within the home environment 	£3,000
Active learning lessons	<ul style="list-style-type: none"> • Pupils continue to access active learning sessions 	<ul style="list-style-type: none"> • The quality of education continues to be outstanding 	Main budget
Termly pupil progress review	<ul style="list-style-type: none"> • Teachers review pupil progress on a termly basis with blue and yellow curriculum leaders 	<ul style="list-style-type: none"> • The quality of education continues to be outstanding 	PP funding
		Total planned cost	£7,000

Tier Two: Targeted academic support

Approach	Action	Intended impact	Cost
Nuffield Early Language Intervention Training (NELI)	<ul style="list-style-type: none"> 2 teachers and 2 support staff to attend the NELI training Allocate time for staff to implement training across school 	<ul style="list-style-type: none"> Pupils are supported in the following areas: <ul style="list-style-type: none"> Help children overcome language difficulties Targeting vocabulary, narrative skills, active listening and phonological awareness Improving children's oral language skills and promoting longer-term progress in reading comprehension Improve the spoken language ability of children in reception classrooms 	National Tutoring Programme £1,500
Additional therapeutic input	<ul style="list-style-type: none"> Arrange additional therapeutic input as required e.g. occupational therapy, physiotherapy, speech and language, music, pets, Lego, drama 	<ul style="list-style-type: none"> Pupils needs are fully met 	£1,000
Switch on Reading	<ul style="list-style-type: none"> Trained staff to deliver Switch On reading (when movement between bubbles is appropriate) to identified pupils 	<ul style="list-style-type: none"> Pupil progress in reading accelerated <ul style="list-style-type: none"> Pupils are more confident readers Pupils decoding skills improve Pupils reading skills are transferrable across the curriculum 	PP funding
Phonics teaching	<ul style="list-style-type: none"> Phonics is taught effectively across the school Phonics is taught at an appropriate level 	<ul style="list-style-type: none"> The quality of education continues to be outstanding 	Main budget
Catch Up Numeracy	<ul style="list-style-type: none"> Trained staff to deliver Catch Up Numeracy (when movement between bubbles is appropriate) to identified pupils 	<ul style="list-style-type: none"> Pupil progress in maths accelerated <ul style="list-style-type: none"> Pupils are more confident mathematicians Pupils maths skills are transferrable across the curriculum 	PP funding
Golden Mile	<ul style="list-style-type: none"> Pupils engage with the Golden Mile and continue to increase their daily physical activity 	<ul style="list-style-type: none"> Pupils access the recommended 30 minutes per day of physical activity 	PE funding
Deployment of support staff	<ul style="list-style-type: none"> Support staff are deployed effectively across the school Support staff are used effectively in lessons to support learning 	<ul style="list-style-type: none"> The quality of education continues to be outstanding 	Main budget
Annual review of EHCP	<ul style="list-style-type: none"> All pupils have an annual review of their EHCP 	<ul style="list-style-type: none"> Pupils needs are met through the EHCP 	HN funding
Nurture group	<ul style="list-style-type: none"> Nurture group sessions for appropriate pupils Staff session to raise awareness of nurture group and activities that could be led in classes 	<ul style="list-style-type: none"> To offer an opportunity to learn through early nurturing experiences and develop the skills to do well at school, make friends and deal more confidently and calmly with issues that may arise 	PP funding
Sensory needs met	<ul style="list-style-type: none"> Sensory OT support once a fortnight Class staff work 1:1 on pupils sensory needs Consultation and programme support from a sensory occupational therapist 	<ul style="list-style-type: none"> Sensory needs are met and pupils are ready to learn OT reports demonstrate areas that need to be addressed and follow ups show improvement Feedback from teachers demonstrates the impact of the sensory OT input / sensory programmes 	PP funding
		Total planned cost	£2,500

Tier Three: Wider strategies

Approach	Action	Intended impact	Cost
Emotional Literacy Support Assistant (ELSA)	<ul style="list-style-type: none"> 2 staff to attend the ELSA course (5 full days of training) Allocate time for staff to implement training across school 	<ul style="list-style-type: none"> Pupils are supported in the following areas: <ul style="list-style-type: none"> Emotional literacy/coaching, active listening and circle techniques Self esteem, relationships and friendships Regulating strong emotions and using therapeutic stories Social communication difficulties and practical strategies Loss and bereavement and bespoke ELSA programme planning 	£3,100
Theatre group	<ul style="list-style-type: none"> Bamboozle theatre group to provide sessions to support a wide range of needs and pupils engagement with the world 	<ul style="list-style-type: none"> Pupils are supported in the following areas <ul style="list-style-type: none"> Enabling pupils to focus for much longer than usual Opening up ways for pupils to communicate Helping pupils with autism create give and take relationships Inspiring families with ideas that they can use at home Enthusing staff and help them see what is possible for their pupils 	£2,000
Whole school events to promote re-engagement and strengthen links with families	<ul style="list-style-type: none"> Hold a whole school event to celebrate being back at school Hold a celebration event for July 20 school leavers Run several themed weekend clubs to support families and pupils Run additional after school club sessions to support pupils academic learning, social skills, physical skills and mental health and well-being Investigate the possibility of offering school to home transport to increase uptake 	<ul style="list-style-type: none"> Pupils, families and staff feel part of the school community Pupils, families and staff emotional and mental health and wellbeing is supported Pupils have access to a wider range of extra-curricular activities to support the development of positive relationships and the development of life skills and independence 	£5,000
Parent training sessions	<ul style="list-style-type: none"> Provide parent training / workshops to support a range of topics, possibly including: Mental health; Behaviour; Parenting styles; Communication 	<ul style="list-style-type: none"> Families are supported to meet the needs of their children 	£1,000
Support and promote staff and pupil mental health and well-being	<ul style="list-style-type: none"> Mental health and wellbeing group to provide opportunities to promote and focus on wellbeing Staff CPD provided to support pupils Safe spaces available to pupils for time out or time to talk 	<ul style="list-style-type: none"> Pupils and staff have positive mental health and wellbeing 	Main budget
Support the behaviour and attendance needs of identified pupils through positive strategies and liaison with families	<ul style="list-style-type: none"> Support individual needs of identified pupils through positive strategies To improve attendance at school for identified pupils To improve behaviour at school for identified pupils Liaise with other agencies Attendance at relevant meetings Develop individual programmes 	<ul style="list-style-type: none"> Pupils attendance meets the school target Pupils behaviour incidents are low Where behaviour is a concern, pupils are supported through a range on strategies 	PP funding
		Total planned cost	£11,100