

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 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.

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total catch-up premium budget:	£57,938 (carried over from 2020-21)	
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STRATEGY STATEMENT

Thomas Adams School is committed to supporting all pupils who have been impacted through loss of schooling as a result of the Coronavirus outbreak. Funding will be directed towards three key areas (as outlined in the EEF support guide):

Teaching and whole school strategies

- supporting teaching through professional development, focus on use of MS Teams, alongside ensuring high-quality teaching across the curriculum via delivery of in house CPD.
- assessing impact of Covid-19 on pupil wellbeing and learning

Targeted support

- targeted internal intervention to support students whose learning has been most affected by school closures
- intervention programmes for students with lowest engagement during lockdown
- Monitoring and use of internal tuition to support students across the key stages who have fallen behind with key school skills

Wider strategies

- Providing additional support to improve pupils outcomes in designated year groups

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Lack of digital access at home which would stop students engaging with online support, both during isolation periods and long term
B	Gaps in knowledge, widening of the attainment gap and limiting progress, especially of PP students
C	Potential isolation for cohorts of students and individuals throughout 20/21 stopping them having access to high-quality teaching.
D	Student wellbeing: effect of sustained adjusted school routines and procedures
ADDITIONAL BARRIERS	
External barriers:	
E	Engagement of hard to reach families, particularly during school closures
F	Attendance of hard to reach students and their families
G	Rural location of school reducing ability to offer additional/afterschool/holiday catch up intervention sessions

Whole School Approach						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Budgeted cost
Recruitment of new IM/ Retention of intervention team	A member of staff with dedicated hours to the team to act as a 2 nd mentor	<p>Support teachers in ensuring engagement of pupils is increased and maintained in preparation for Sept 21/22 (KS4)</p> <p>Oversee any intervention sessions necessary/delivery of intervention sessions (KS3/KS4)</p>	<p>Co-ordinator oversees project liaising with IMs to provide intervention.</p> <p>IM's 'cherry picked' for strengths best suited to students needs</p> <p>Overarching document produced with all key information for each pupil and made accessible to all key staff.</p> <p>** SIMS group set up to log all key information **</p>	IC	Summer Term 2	£6000
Online resources for students to access whilst isolating/out of school hours (Using MS Teams assignment tool)	Targeted year groups to have access to high quality resources for learning outside of school hours and if isolating.	<p>Students need access to high quality resources to enable them to learn, regardless of circumstance.</p> <p>Resources should be relevant to learning and easy to locate.</p>	<p>Support and training available for teachers and support staff in providing online learning accessed via TEAMS CPD page</p>	Blended learning co-ordinator	On going	Microsoft Teams subscription % £50

High quality T&L as the fundamental priority in the school	Students are taught by experts who constantly seek to improve outcomes by implementing education research	EEF and Sutton Trust research on 6 pillars of teaching. Ongoing CPD menu including Science of Learning	Regular discussion of high-quality teaching through T&L online Thursday briefings CPD offer focus on T&L Teams CPD channel Promotion of free SENECA CPD courses on Science of Learning	IC / SLT	Weekly Half termly	CPD Budget/Internal delivery £100
Deliver lessons on evidence-based approaches to identified student's revision teach – check for understanding – feedback -	All students are aware of the best, high impact revision strategies and given the tools to implement in run up to GCSE's	All students should be able revise effectively and have an equitable toolkit to draw upon for revision strategies	Track usage through MS Teams Follow up liaison with parents, pupils and classroom teachers Track usage of course completion through SENECA Learning	IM's		Free to join Seneca Learning
Core subjects have timetabled 'intervention hours' for staff members	Hours available in core subjects to deploy expert staff where HOD sees necessary	Departments are able to utilise hours to best support pupils in their subjects.	Communication with HoD's , pupil voice	HOD's and staff	Sept 2021	£1000
After school subject Specific interventions for pupils in need / not making sufficient progress on flight path	Targeted students work with subject teachers to close gaps	Small group tailored interventions to address identified gaps in subject specific skills and knowledge	Feedback from SL's for main students of concern Parental engagement	SL's	Minimum half termly	£100 Staff incentives

Cross reference identified students with exam access arrangements	All pupils who require additional exam arrangements have access to support they need	To ensure that no pupil is further disadvantaged by not having support they are entitled to	Feedback from SB and DLT	IM'S IC SENCO	September 2021	£1,500 Exam access cover costs
Subject specific vocab	Target pupils are aware of and able to access and respond appropriately to subject specific exam command words	Use and understanding of exam command words to accelerate exam preparation (workshops??? Link in with KRK)	Link in with literacy coordinator to develop subject specific exam command word resources	Literacy Coordinator	Summer Term 1	(time taken + additional resources)
Total budgeted cost:						£8,750
Targeted support						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Budgeted cost
Internal tutoring/mentoring to support targeted students	Y11 accelerate gap closures and increase self-efficacy and motivation Internal English intervention specialist	Intervention sessions (EEF) have moderate effect if led by teachers who know the starting point and have good relationships with students Identified pupils	Consideration of IM's skill set and deliberate pairing Student voice on pairing/methods of mentoring delivery IM's feedback to GLB	IM's	Monthly	Included in costings for IM salary

Targeted pupils are provided with personal learning resources	Identified pupils have access to curriculum via revision books and classroom resources	All pupils have access to all learning materials despite household income Revision/study self-packs	Student voice Parental contact	IM'S IC	Half Termly	£3,000
Targeted pupils to complete 24 item VESPA questionnaire *vision, skills, practice, attitude	Identification of gaps in 'soft skills' which contribute towards high academic performance	Aid targeted pupils to acquire 'soft skills' which contribute towards high academic performance	Utilisation of evidence based book- THE STUDENT MINDSET to provide soft skills intervention	IM's, IC	Half termly	Book - £24 Student Booklets - £80
IM's added to target pupils TEAMS page	Full engagement with completing online assignments and support if/where needed on managing workload by using TEAMS insight app	To diminish gap on return to classroom learning	IM's will make daily checks of pupil's assignment hand in and feedback provided and log on word document	IM'S	WC 110121	Covered in Teams subscription
Identification of targeted pupils	Identify pupils who have been acknowledged as those most academically disadvantaged by COVID-19	Use of data drop and TP (projected SPI's in Eng,Mat,Sci) to identify To help those most disadvantage diminish any additional gaps caused by COVID-19	SISRA data from latest data drop in exam conditions based on 50% of course content. Groups ranked and cross referenced against Eng, Mat, Sci performance.	IC Data lead Core SL's	End of Autumn Term	SISRA – Subscription costs already covered

Make initial contact to parents and pupils	Pupils and parents are fully aware that they are on programme and are 'on board' with processes and delivery strategies	Feedback from prior cohort (see GLB email compilation)	Send headed letter home to parents, on same day make contact with pupils in school or via teams if isolating. Take any parental concerns on board and make time to have a telephone conversation with each pupils parent to ensure all the physicals are in place	IC/IM's	Oct HT	NONE
CPD Provision	Mentors are confident and capable in delivery of English, Maths and Science interventions	To upskill mentors in delivery of intervention sessions	Feedback from mentors, SL's and pupils	GLB to continually source , drip feed and fund CPD courses to mentors	Evaluate mentors progress monthly	Included in National Colleges subscription funded by CPD budget
Purchase of phonics course for staff involved in English intervention	Staff involved in English intervention have sufficient knowledge to provide phonics intervention where required	Phonics is baseline prerequisite to be successful in literacy, teaching of this is critical to build on further development	Feedback from staff		Oct HT	£250
Recruitment of Science specific mentor	Mentor to aid science department in identification and appropriate delivery of intervention	Diminish gaps in science learning	TP assessments	GLB, TC	Half termly	£12,500
KS3						

Specialised staff on KS3 English	'Expert' member of staff in dept. to nurture and develop literacy skills of academically disadvantaged pupils in English with redesigned SOW	Phonics is baseline prerequisite to be successful in literacy, teaching of this is critical to build on further development	Core assessments/ TP's/ expert staff judgement/pupil/parent feedback/ reading and spelling age using GL assessments	IC,IM, GXM, JAR	Half termly	Included in staff salaries
Additional reading intervention	Undertake additional 6 week reading intervention during KS3 form time for pupils below chronological reading age identified by GL assessments (year 7) and standard (year 8,9) testing	Reading comprehension allows access of content within wider curriculum – minimise gaps in pred/actual data EEF 3:1 style small group work 20-30 minutes 1-2x per week	6 weekly reading and spelling age intervals	ELB/SXW/KLK/RWT	Oct 2021	In house
Additional writing intervention	Implement form time writing skills intervention programmes (year 9) under direction from HoD	Writing skills is identified area of weakness in TA year 9 pupils EEF 3:1 style small group work 20-30 minutes 1-2x per week	TP's/ English assessments/ teacher feedback	ELB, SLB	Oct 2021 – Half termly	In house

Mathematics intervention during form time	To remove identified students (7,8) during form time and implement small group intervention based on areas of identified weaknesses from classroom teachers/SL	EEF 3:1 style small group work 20-30 minutes 1-2x per week	Use of TP's and in class assessments using SIMS	SXW, BW	Half termly	In house
Specialised staff intervention	To be deployed by SL based on timetable suitability in department to reduce group sizes where and when possible to allow for a lower pupil:teacher	Research suggesting smaller group sizes = higher progress Utilisation of specialist in house staff for purposeful long term goal setting.	Use of TP's and in class assessments using SIMS	CLB BW	Half termly	In house
KS4						
Targeted career intervention (KS4)	Qualified level 7 careers advisor on hand to provide support for individuals post school	Provide support and guidance to individuals on future career prospects to increase motivation and self confidence	Linking in with career intervention log sheet	IM's	Half Termly	£2,000

Form time intervention	<p>Utilise form time to implement and oversee English exam skills intervention work using HLJ padlet and Oak National Academy resources on pupils identified YEAR 9 TP3 (21/22 year 10) and YEAR 10 TP4 (21/22 year 11)</p> <p>Utilise form time to implement and oversee Mathematics intervention pupils identified YEAR 9 TP3 (21/22 year 10) and YEAR 10 TP4 (21/22 year 11)</p>	<p>EEF 3:1 style small group work 20-30 minutes 1-2x per week</p>	<p>TP's, English assessments and teacher feedback</p> <p>TP's Mathematics assessments and teacher feedback</p>	<p>CF CB</p>	<p>Half termly</p> <p>Half termly</p>	<p>In house</p> <p>In house</p>
6 th form mentoring	Paid mentoring from 6 th form Maths/ Lit/Lang/Combined students afterschool to targeted pupils based on TP data from SISRA.	<p>EEF 3:1 style small group work 20-30 minutes 1-2x per week</p> <p>Experience and CV enhancing for our 6th formers + ad hoc employment opportunity</p>	Student voice, TP and assessment data and teacher judgement	6 th form students, JES, ELB , PAC	Half termly	£3000
Total budgeted cost:						£20,854. 00

KS5

Recruitment of PT KS5 mentor	Work one-to-one with Year 12 and 13 students. Working knowledge of SISRA. Work alongside Key Stage 5 Manager and Subject Leads to identify students needing academic intervention. Supervise the learning of students in the Study Hub. Liaise with the SENDCo to assist students with EHCPs	EEF 3:1 style small group work 20-30 minutes 1-2x per week	TP data, teacher judgement	JES, KS5 Mentor	TP'ly	£12,500
Deployment of FT teaching assistant to 6 th form	Assist pupils required further support or with EHCP to reach full potential	EEF 3:1 style small group work 20-30 minutes 1-2x per week	TP data, teacher judgement	JES, KS5 Mentor	TP'ly	£3000 (contribution towards salary)
Total Budgeted Cost						£15,500
Wider Strategies / Roles						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Budgeted cost

External support for CPD focused on curriculum design and exam board expectations	To provide staff with most current and up to date training with relevance to JUN 20 examinations	Staff are specialists in subject and QFT is the best indicator of improved performance for all pupils	Research into best external CPD availability through networking with fellow trust schools	IC/ SLT	Termly	£1,000
Attendance officer/Family liaison	Monitoring attendance and linking in with families especially disadvantaged and target pupils	Ensure students are in school in front of specialists to ensure no additional gaps are made	Linking in with Attendance and LAC Co-ordinator and HOY on progress in classes	Student support HOY	Monthly	£3,000 (contribution to staff wage)
LAC/ Post LAC coordinator	Supporting families and students in accessing the curriculum and any additional needs	Ensure most vulnerable students have access to pastoral care and support may not have received in early life	Linking in with LAC coordinator HOY on progress in classes	HOY IM's LAC coordinator	Monthly	£3,000 (contribution to staff wage)
Counsellor and Pastoral support team	Meeting students social, emotional and behavioral needs	Provide a wraparound holistic approach to all pupils	Linking in with Students Support and HOY on progress in classes	Student support IM'S	Monthly	£3,000 (contribution to staff wage)
Total budgeted cost:						£10,000
Total Costs						£55,104.00

PROJECT SUSTAINABILITY

The remaining funds of £2,879 will contribute towards and ensure funding for long-term sustainability and future research projects and an investment in technology such as ipad's to maximise quality of teaching.