



STANGROUND ACADEMY

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)



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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.



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Catch-up Premium Plan KS3 & KS4

Academy	Stanground Academy	Allocated funding (Catch-Up)	£100, 720
Number on roll (total)	1328 (Year 7 – 13)	Allocated funding (National Tutoring Programme)	Not known yet
% Pupil Premium eligible pupils	302 (22.7%)	Number in sixth form	165



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Issues identified from September 2020 as barriers to learning (B) (e.g. curriculum gaps / literacy / attendance / wellbeing)
B1: Literacy/numeracy skills
B2: Gaps in curriculum as identified by each Head of Department
B3: Readyng the school for further home learning needs (E.g. a second lockdown)
B4: Ensuring all students can access online learning at home
B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment)
B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
B7: Understanding T&L strategies within the 'new normal' way of teaching
B8: Gaps in 'careers and further education' advice and guidance
B9: Understanding the ability of our new Year 7 intake without SATS scores
B10: Maintaining a high attendance % for all students is a priority
B11: Wellbeing: Students adjusting to the new school routines and structures
B12: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B14: The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning



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Teaching and Whole School Strategies			
Year Group	Actions	Intended impact	Cost
7	B1 & 9: CATs & NGRT testing for all Year 7 students	Identify the ability of all students so T&L can be differentiated appropriately	£1000
7 8 9 10	B6,10,11,12: Purchase PASS tests for all students in Years 7-10	These tests will enable us to identify barriers to learning/student perceptions of attendance & wellbeing	£ 3000
7 8 9 10	B1: Purchase PiXL Unlock – Broaden vocabulary	Students are exposed to a greater number of words and vocabulary. The tutor leads on the programme during form time. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£ 500
11	B5: Implement PiXL Gaps & Growth Transition assessments for all	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom	£500
11	B5: 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
10 11	B5: Employ Academic Tutors - intervention to be bespoke and open to all where there is a need. (6 th Form)	Intervention should plug gaps in subject knowledge and prepare students for their examinations (ROA, mocks and summer exams)	£12000
7-11	B4: Ensure all students in all years have a computer and access to the internet at home	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	0
11	B2: Purchase 90 Laptops to create 3 computer rooms within the academy	This will mean more students have access to computers during their lessons; particularly supports subjects where computers are necessary (Business, Sport, Drama)	£36000



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10 11	B5: Purchase revision guides for all students in all subjects to ensure independent work can be completed at home	We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home. Improved attainment and progress scores between November and March mocks in Year 11	£ 8000
10 11	B2: Specific CPD for Core subjects from PiXL		£250
7 8 9 10 11	B14: 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)	£2000
7 8 9 10 11	B14: Purchase stationary for all students in Years 713		£ 2000
11	B5: English mock papers in English to be sent off to be marked externally due to high number of trainees	This will ensure accurate and consistent marking of year 11 papers with which to identify gaps in knowledge and intervene accordingly	£2500
10 11	B5: Ensure that the GCSEPOD platform is rolled out successfully and monitor the usage across year groups	The resources available within GCSEPOD will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (mocks and ROA). Students have access to assignments, bespoke revision materials. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.	£1000
7 8 9 10 11	B5 B6: 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 (mocks and ROA)	£0



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7 8 9 10 11	B7: 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	B7: Sharing of best practice through trust-wide subject network meetings which include a focus on curriculum, T&L, behaviour and pupil premium	Trust-wide meetings will give teachers access to the very best of what exists across the MAT. This will lead to the most effective classroom practice being shared and student learning optimised. Cover costs	£2000
7 8 9 10 11	B5: Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	£0
Total Cost Allocated cost from catch up Grant			£70,750



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Targeted Strategies			
Year Group	Actions	Intended impact	Cost
7 8 9 10 11	B1: Purchase Accelerated Reader to support all students with their literacy levels	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and January 21	£2000
7	B6: Purchase of Lexia to address catch up needed in literacy	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and January 21	£2000
7 8 9 10 11	B5 B6: Access the National Tutoring Program to ensure additional targeted support is put in place for all students	The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams and ROA	
11	B5: Deliver a full program of revision techniques during PSHE sessions. This will include a virtual talk from an external speakers who will also work with some students 1:1	Teaching revision techniques is a helpful way of preparing students for their mock and summer exams.	£500
7 8 9	B5 B6: Direct Instruction (English & maths)	Training has been delivered in house and students identified for the programme. Programme well understood by the trained staff and suitable resources in place to optimise impact of DI.	£1000
7 8 9 10 11	B5: Pinpoint maths subscription	Close and systematic tracking of maths student. Focus on QLA to identify gaps	£600
Total Cost Allocated cost from catch up Grant			£6,100



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Wider Strategies			
Year Group	Actions	Intended impact	Cost
	B10: Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform.	This will encourage students to attend and parent cooperation with attendance and could lead to an improvement in attendance figures. Also if parents know they can get subsidized for uniform this will encourage attendance/positive start to school for our parents	£2000
	B11: Counselling Service	Having additional counsellors or the provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£1000
7 8 9 10 11	B3: Ensure that the Remote learning plan is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of Oak Academy, and the curriculum is key here	£0
11	B8: Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; break time) (PP Priority)	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	£1000
11	Pet-Xi interventions for Maths & English	Improve results in Basics	£10000
7 8 9 10 11	Calculators for students	To improve progress in Maths	£1000
7 8 9 10 11	B13: 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	£500



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	Total Cost Allocated cost from catch up Grant	£15,500
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Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£70,750
Targeted	£6,100
Wider	£15,500
Total	£92,350
Allocation	100,720